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ABSTRACT

This document comprises a study of how inner city adolescent males who used and/or sold drugs or had been involved in other criminal activities differed from those who had not, in order to design prevention and treatment programs and policies. The study sample consisted of 387 minority male youth (96 percent Black; 4 percent Hispanic) of ninth and tenth grade age who lived in economically distressed neighborhoods of the District of Columbia. Surveys were administered in person by minority interviewers in 1988. The following findings are discussed: (1) 20 percent reported involvement in drug use and/or sales in the past year; (2) 50 percent of the respondents committed a crime, other than the use and sale of drugs, in the past year; (3) both drug use and criminal activity were significantly related to peer, school, home, and personality factors; and (4) less than half of the respondents (40 percent) reported having received substance abuse information as part of their regular classroom activities, despite the fact that such information is included in mandatory health education classes. Based on these findings, drug intervention programs should be targeted for the following distinct categories of youth: (1) those who used but did not sell drugs; (2) those who sold but did not use drugs; (3) those who both used and sold drugs; and (4) those who neither used nor sold drugs. Programs should also be conducted on a multifaceted front involving the school, the home, the mass media, and the community. A list of 74 references is included. The appendices comprise the following materials: (1) a copy of the interview questionnaire; (2) a table referencing questionnaire contents to sources; and (3) a discussion of statistical comparisons used in the report. (FMW)

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Patterns of Substance Use and Delinquency Among Inner City Adolescents

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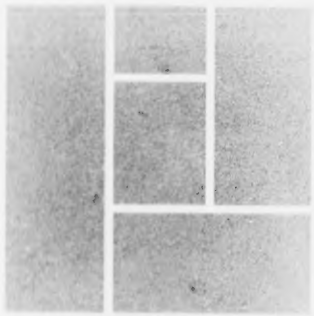

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Project Report

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Patterns of Substance Use and Delinquency Among Inner City Adolescents

Prepared for the U.S. Department of Justice

National Institute of Justice

Office of Juvenile Justice and Delinquency Prevention

July 1989

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EXECUTIVE SUMMARY

This study was conducted to:

- find out how inner city adolescent males who used and/or sold drugs or had been involved in other criminal activities differed from those who had not used or sold drugs or been involved in other criminal activities; and
- provide information to program officials to help in designing drug prevention and treatment programs, and to policymakers in dealing with substance abuse and related delinquency.

Study Methods

The study sample consisted of 387 minority male adolescents (96% black, 4% Hispanic) of ninth and tenth grade age who lived in economically distressed sections of the District of Columbia. Of these, 307 were selected randomly from public schools serving the poorest sections of the District of Columbia. An additional 80 adolescents in the same general age range were randomly selected from community centers serving the same areas of the city.

Adolescents answered detailed questions about their drug use, drug sales, and other delinquent behavior, as well as about family, school, peer, and personal characteristics. Surveys were administered in-person by trained minority interviewers during spring and summer 1988. In addition, attendance and grade information was obtained from schools for survey respondents and police and court contact information was obtained from the criminal justice system for all persons in the study. We found no significant differences between respondents and nonrespondents in arrests, adjudication, or between self-reported arrests and the data from criminal justice system records -- indicating that the self-reported information we received was reasonably valid.

Results in Brief

Although 20% of the adolescents in our sample reported being involved in drug use and/or drug sales during the past year, 80% indicated no involvement. The data indicate that respondents comprise four separate groups--those who:

- sold and used drugs in the past year--4% of the sample
- sold but did not used drugs in the past year--9% of the sample;
- used but did not sell drugs in the past year--7% of the sample; and
- neither used nor sold drugs in the past year--80% of the sample.

The Relationship Between Drug Use and Criminal Activities

The majority (50%) of respondents committed a crime in the past year (excluding the use or sales of drugs). The two most prevelant crimes ever committed by the respondents were, carrying a concealed weapon (28%), and being part of a group that attacked or threatened an individual (23%). In addition, 16% of the respondents had ever sold drugs, and 5% had shot, stabbed, or killed someone.

Overall, 18% of respondents reported having ever used illicit drugs. Marijuana use was most common (16%) followed by PCP (10%), powder cocaine (5%) and crack (4%).

The heavier drug users and frequent sellers committed more crimes and more serious crimes than did others. Sellers were more likely to report committing crimes against persons than were nonsellers. Users were more likely to report committing crimes against property than nonusers. Youth who both used and sold drugs reported committing more crimes and more serious crimes than any other group.

Almost half (45%) of those using but not selling drugs reported never having been involved in other crimes. In contrast, all those selling but not using and those both using and selling drugs had some other criminal involvement. The majority of those selling drugs (69%) had not used them in the past year. The great majority (86%) of those who reported having sold but not used drugs in the past year, reported never having used drugs.

Whether drug involvement preceded nondrug-related crime depended on the type of drug involvement (use and/or sales). Those who used but not sold drugs who had committed some crime in the past year were equally likely to have used drugs first as they were to committing crimes first. However, the heavier the recent drug use, the more likely youth were to have started using drugs before crime. Those both using and selling drugs were more than twice as likely to have started using drugs first as were those using but not selling drugs.

Users and sellers were quite distinct in terms of their ties to social institutions and beliefs. Sellers not using drugs, were more like nonusers than like users in their identification with parents and school performance and interest. But sellers were more like drug users than those who neither used or sold drugs in their attitudes towards risk-taking, rule breaking, and alienation. However, sellers, whether using or not using drugs, were also more involved in violent crime than nonselling users or youth who neither used nor sold drugs.

Differences in Characteristics Among Youth As A Function of Drug Involvement

Users were older than nonusers. Heavy users began earliest in life.

Regardless of involvement in drug sales, drug users differed from nonusers in that:

- users' head of household was less likely to have graduated from high school;
- users other household members were more likely to use alcohol and drugs;
- users perceived less similarity to parents on important attitudes and values;
- users perceived a lower level of quality of home environment and support;
- users were also more likely than nonusers to have household members with substance use problems; and
- users were less likely than nonusers to be enrolled in school, be interested in school, perceive the school environment as healthy, feel that faculty provided support, and have good grades.

Compared to those uninvolved in drugs (neither using nor selling), youth using or selling drugs spent more of their time with friends rather than family. They also perceived themselves as more similar to friends on a series of important attitudes.

The personality measures of both users and sellers indicated both groups had increased propensities to: take risks; endorse rule-breaking; act impulsively; feel emotionally unstable; and feel alienated relative to uninvolved youth. Users also had relatively low self-esteem.

Overall, adolescents who used drugs, especially heavy users were distant from the traditional institutions charged with responsibilities to socialize youth--family, schools, and church. They received the bulk of their emotional support from peers, many of whom shared the same predilections. Most estranged of all were those who had both used and sold drugs in the past year (4% of all respondents).

Sellers who did not use drugs closely resembled those who were uninvolved in either the use or sales of drugs on most measures of school involvement, support from family, and perception of the risks of drug use. Two aspects on which these two groups differed markedly was in respect to personality characteristics and crime commission. Sellers were far more impulsive, less risk averse, and more likely to condone rule-breaking and commit crimes against property and persons than uninvolved youth.

We used multivariate analyses to identify factors that, taken together, best discriminated between youth who used illicit drugs in the past year and those who had not. Discriminant analyses revealed that peer, school, home, and personality factors were all excellent "predictors" of drug use. Specifically characteristics that served to identify drug users relative to nonusers included:

- lack of interest in school;
- perception of lacking faculty or staff support at school;
- the extent to which youth viewed themselves as attitudinally dissimilar to parents;
- the level of substance use by friends;
- the extent to which they felt constrained in talking to friends about important issues in their lives;
- permissive attitudes regarding drug use;

- o their perception about the causes of behavior as outside of themselves (i.e., external locus of control);
- o their belief that drug use poses relatively low risks to health; and
- o their overall involvement in non drug-related crime.

In a second discriminant analysis we split youth into three use groups--none, light, and heavy. We observed that increasing age, decreasing self-esteem, head of household's low levels of educational and occupational attainment also predicted drug use.

Because survey respondents' age covered a four year span, there was potential for confounding between age and drug involvement. Results of a stepwise regression on self-reported total drug use in the past year revealed that even after age had been incorporated into the model, family, school, peer, and personal characteristics contributed significantly towards explaining drug use. In fact, inclusion of these variables in the final regression equation forced age from the model, indicating that it was of secondary importance when other factors were known.

When we compared youth that reported criminal activity but no drug use or sales, we found their criminal activity also to be related to school, family, peer, and personal factors. For example, these youth as compared to youth without drug involvement or criminal activity, had lower interest in school, had friends who sold drugs, and tended to condone rule breaking behavior. They also experienced physical victimization significantly more often.

Program Awareness and Effectiveness

Less than half of the respondents (40%) reported having received information concerning substance use as part of their regular classroom activities, despite the fact that such information is included in mandatory health education classes. While almost two-thirds of the respondents knew that schools had central locations at which information about drugs and alcohol could be obtained, no more than a third of the students reported

knowing about other special drug education services. However, those youth who had used the services reported them as helpful in decreasing their drug use or maintaining their abstinence.

Implications

1. The distinction of youth into four categories based upon their involvement with drugs, that is whether they (a) used but did not sell drugs, (b) sold but did not use drugs, (c) both used and sold drugs or, (d) did neither, has major implications for the design of policies and programs for drug involvement prevention and deterrence. Each group, has its own special set of characteristics that should be explicitly considered in designing drug abuse reduction strategies. Further, we found that these same characteristics allowed us to successfully categorize youth in terms of their involvement in nondrug-related crimes. These same findings can help in developing broader interventions for juveniles, focusing not only on drugs but also on criminal activities. This seems particularly important since we found criminal activity to be far more pervasive than drug involvement among this age group (50% reported criminal activity in the past year, 20% reported drug involvement).

2. To be effective, interventions must be both targeted and tailored. It is critical to identify, assess, and intervene with youth as members of specific, identifiable subgroups (e.g., nonusing sellers, uninvolved youth), each group having its own particular strengths and problems.

Our findings strongly support the view that prevention activities should be conducted on a multi-faceted front--in the schools, the home, the mass media, and the community. Our recommendations follow:

The Schools

3. The schools need to do a better job in reaching youth over the first ten years of school on substance abuse and crime related issues. Our finding that 40% of the 9th and 10th graders reported not receiving any information about the problems of using drugs or alcohol as part of their regular classroom activities is shocking. The school system needs to strengthen its coverage of these major topics. It is especially important that elementary schools be involved in the drug education effort. The heaviest current drug users in our sample began using drugs while in elementary school. Also, our findings concerning the prevalence of criminal activities indicate that prevention education in this area is needed.

4. The schools should experiment with the innovative, substance abuse reduction and education programs that are emerging. These usually involve a combination of types of material aimed at both: (a) providing information on drugs and their effects, (b) building self-esteem and student ability to resist peer and advertising pressure (including ads for cigarettes), and (c) increasing students' decision making ability. These programs usually involve considerable student participation both in discussion and by role-playing. Since these new programs can still be considered experimental, the schools should monitor the success of these efforts.

Crucial to program success will be (a) publicizing the curricular and extra-curricular prevention efforts and (b) involving youth in program design to maximize relevance, gain acceptance, and obtain word-of-mouth advertising.

5. The type of program described above would put a considerable burden on teachers and other school system resources. Teachers would require special training and temporary absence from some of their regular teaching burden. To help alleviate some of the burden, parents and other interested members of the community could be brought in to help. By participating in the training and implementation, volunteers

themselves may be greatly assisted. This is especially important since many troubled youth come from homes where parenting skills are poor and substance use is high. Parents might be recruited as classroom volunteers or paid paraprofessionals. Some heads of households in single-parent families where there are small children might be enlisted in these efforts if provision is made for child care. An alternative strategy is to form small teams of volunteers, with one or two individuals dispatched, on a rotating basis, to provide child-care while the others work at school. The informal network that results can help youth, schools, families, and communities work and grow closer together.

6. Schools should exercise the role of identifying youth who are at risk or are already exhibiting problems with drugs and delinquency. Students suspected of having problems at home, exhibiting emotional distress, being chronically truant, or failing in school should be referred to school counselors for in-depth assessment. The screening and referral process should begin in elementary school, and assessments should be made periodically thereafter.

7. The schools need to establish clear rules, and even-handed enforcement of those rules. The penalties for sales and use should be clear and be enforced. We, however, do not encourage expulsion of offending youth. Expulsion will drive students with drug problems from the school, and these are the individuals who may most need school system help.

8. Drop-outs are a major at-risk group for whom special attention is needed. Schools in cooperation with local government and community-based agencies should consider forming specialized units responsible for working with and assisting youth who have or are considering dropping out.

9. The schools need to improve considerably their record keeping and tracking of students, including checking on absenteeism from individual classes throughout the school day, keeping up-to-date on family

addresses, etc. (We had considerable difficulty locating many youth in our sample, a sample drawn from school rolls.)

The Home

Youth involvement with drugs and/or crime was highly correlated with family estrangement. Parental expression about the dangers of drugs and their outright prohibition of drug use were also important factors in keeping youth from drugs. Youth using drugs often came from homes where drugs were used by other household members. These findings clearly indicate that families can play an important role in decreasing the youth substance use.

10. Parents need to give clear and consistent signals to their children, show an interest in their children's activities, support activities that reflect family-held values; maintain an open channel of communication; provide consistent and predictable discipline for unapproved behavior, encourage them to remain in school, and learn about drug use so they can speak knowledgeably about its inherent risks. Parent support groups, and community- and/or school-based education efforts, can play a major role in achieving these end--and should be expanded, encouraged and supported.

The Media

11. Respondents watched a great deal of television (averaging 19 hours per week) and listened to considerable amounts of radio (averaging 22 hours per week). The media are clearly in an influential position and should be enlisted in any overall approach to reducing youth drug involvement. Media efforts should be targeted for maximum impact. Of our sample, 75% cited one of only four radio stations as their favorite.

Local media can assist youth by airing public service announcements and promoting topical, responsible programming. Media celebrities can get involved in locally developed programs.

Community Organizations

12. Community organizations have a role to play in reducing drug and criminal involvement. Community-based organizations may be particularly effective in reaching youth who have dropped out of school and distanced themselves from families. Such organizations should undertake such activities as:

- Providing out-of-school activities, such as recreational, sports, and summer and part-time jobs, and (unpaid) community work assignments;
- Sponsoring, promoting, and organizing neighborhood activities such as special events, forums, and parent support groups; and
- Encouraging members of the neighborhoods to report incidents of drug sales and use (probably using some form of anonymous procedure).

Local Government, Including Law Enforcement Agencies

13. The local government plays a pivotal role in community life. Survey respondents wanted increased arrests and stricter sentencing for offenders-- both sellers and users. While the call for greater enforcement seems nearly universal, it poses many practical problems, especially in terms of personnel and fiscal resources required. The city might consider:

- Establishing alternatives to jailing youthful offenders, especially youth who are uninvolved in other serious crimes by expanding programs stressing close supervision and accountability outside of a residential environment. Charged youth might be offered the option of supervised community service, such as at detoxification or residential treatment programs, hospitals, etc. Such service can have the important added advantaged of giving the youth better understanding of the potential consequences of their actions.

- Creating a "parajudicial" office to handle drug cases in which first time youth offenders or those committing minor offenses are willing to plead guilty and accept community service, supervision, and if appropriate counseling. This could alleviate the burden on the judicial system and on the jails.

- Focusing on screening young offenders for multiple problems of drug use, victimization, and criminal behavior in order to ensure that at-risk youth are placed in programs that will help them fully address their problems.

Concluding Notes

While these study findings and implications are derived from work undertaken within the District of Columbia, they are likely to have broader applicability. While estimates may change some from one location to another, basic study findings should be applicable to other similar populations (in economically distressed, minority areas). Program and policy needs will differ from one community to the next depending on existing prevention, education and enforcement activities. Study results may be less generalizable to more affluent, suburban, or white communities where the nature of the drug problem and the community's response may be quite different. Still, we feel that much of what we have recommended will prove valuable to program developers and policy makers across the land.

Finally, the problems of drug use, sales, and juvenile crime are based to a large extent on major societal problems, such as past discrimination, low income, poor housing, and poverty. While not directly addressed by the above recommendations, these issues need to be addressed. Nevertheless, the drug problem is too great not to face it directly. We hope the suggestions provided will encourage constructive actions by the various parts of the community, especially to take effective action towards the critical need for drug involvement prevention, probably the major long run need for our communities.

CHAPTER I

INTRODUCTION

Study Purpose

In October 1987, The National Institute of Justice (NIJ) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) awarded grants to The Urban Institute for this study of "The Patterns of Drug Abuse and Delinquency Among Inner City Adolescent Males." The study had two primary purposes:

- to identify the familial, environmental, peer, school, and personality characteristics that tend to differentiate between adolescent, inner city males who have become involved in drug use, sales and/or other serious delinquent activities and those who have refrained from such involvement; and

- to derive implications for public policy by identifying the type of drug intervention in school, in the community and in the media of which adolescents were aware; gauging the perceived effectiveness of these interventions; and ascertaining from the respondents their ideas on both appropriate points of intervention and characteristics of effective interventions.

In planning the study we decided on an additional major theme. Selling drugs by inner city youth had become a major concern in the District of Columbia. Therefore, we included analyses of data on the basis of youths' experience with selling drugs to explore this group in more detail. As will be seen, we found a substantial portion of youth in our sample to have sold drugs.

The study is conceived of as a longitudinal effort of which the present project is the first of two phases. As such, this first study phase serves to establish a set of baseline data of substance use and criminal activities engaged in by inner-city ninth and tenth grade males, and of youth attitudes. The second phase is designed to provide a better understanding of the dynamics of adolescent involvement in drug use and criminal activities.

Background

Since the widespread adoption of crack, an inexpensive and extremely addictive form of cocaine, in about January 1987, drug-related violence in our nation's inner-cities has rocketed to new heights. By August of 1988, 500 juveniles had been shot or stabbed in Washington, D.C.; 372 adults and juveniles were murdered by the end of the year--many of these deaths were believed to be drug related. Detroit reported 205 shootings of youths 16 and under for the first nine months of 1988. Los Angeles is plagued with teen-age drug-dealing gangs warring on its streets. New York City's teenage drug dealers have begun to migrate to other cities in the U.S. and abroad in search of untapped business. The statistics available suggest that thus far, efforts to steer inner-city children away from violent drug markets have had little success.

A basic understanding of the etiology of drug use and other forms of delinquent behavior is essential if the current epidemic of dangerous drug use and the concomitant wave of drug-related violence among adolescents is to be addressed effectively. Nowhere is the need for such knowledge more critical than in inner-city environments in which the twin problems of use and violence are greatest.

Recently, researchers (e.g., Musto, 1988) have noted that the drug culture is two-tiered. Drug use by the middle class has largely been responsible for the growth in drug use trends over most of the past two decades. Their use has been primarily for recreational purposes with marijuana and cocaine used as the staples. This is in marked contrast with the drug cycle as it exists in poor inner-city neighborhoods. Here, drug use is far more persistent and the drugs of choice more pernicious (i.e., PCP and Crack).

The overall trend evidenced in every recent national survey conducted (e.g., NIDA's 1987 Household Survey and the NIDA-sponsored Annual Survey of High School Seniors) shows a reduction in usage rates of most drugs, including cocaine, PCP, and marijuana over the past two years. The Annual Survey of High School Seniors reports cocaine use dropped from 13.1% in 1985 to 10.3% in 1987 to 7.9% in 1988--respective decreases of 21% and 24% over consecutive years--and in 1988 marijuana and PCP use were at all-time lows--33.1% and 1.2% respectively.

While drug use seems to be decreasing, reports of problem users and violence associated with drugs have hit an all-time high. Given the emergent issues of drug use and attendant violent crimes, it is surprising to learn how little is known in general about the patterns, correlates, consequences, and dynamics of drug abuse and delinquency among inner city, adolescent, males and in particular about the factors

associated with the use and nonuse of drugs by adolescents who reside in high risk urban areas. While many researchers have made strong contributions to develop such an understanding (e.g., Elliott, Huizinga and Ageton, 1985), results have often been drug specific (e.g., Brunswick's longitudinal study of heroin use), targeted to specific small samples of individuals (e.g., ethnographic research with study populations of 8 or less) from which it is difficult to generalize (e.g., Sullivan, 1988, Williams, 1988), or targeted to a broader population of adolescents from which an understanding of the dynamics of the onset and development or resistance to delinquent behavior cannot readily be discerned (e.g., Institute for Social Research's Annual Survey of High School Seniors, 1987). Even when targeted to inner city populations, single-shot cross-sectional studies of incidence and prevalence of use (Koba's 1987 survey of drug use in the 7th through 12th grades in the District of Columbia) provide little that can be learned about the factors governing individuals' decisions to engage in delinquent behavior.

Much of the national level data on youth drug experiences come from several sources, each having limitations that make it impossible to understand even basic patterns of inner city, adolescent drug use and delinquency much less the dynamics of delinquent and drug-related problems. For example, since 1975 the University of Michigan's Institute for Social Research has conducted for NIDA an annual national survey of high school seniors (e.g., Johnston et al., 1986). One major problem is that the survey focuses only on high school seniors and thus contains no information taken directly from younger high school students; information on the age of onset by type of drug is retrospectively recounted by the students. Moreover, drop-outs and absentees are excluded from the survey. While these two exclusions may not pose a serious problem for the national prevalence and trend estimates (because these youths represent a small percentage of the general youth population), the exclusions potentially pose a serious problem for an analysis of particular subgroups where drop-out and absentee rates are likely to be high.

There is a substantial body of evidence indicating that drug use is higher for drop-outs and absentees than for students who attend school regularly (Brunswick, 1977; Johnston et al., 1986; Josephson and Rosen, 1978; Kandel, 1975a; Polich et al., 1984; Zanes and Matsoukos, 1980). As a result, to the extent that inner city male adolesents have a high absentee and drop-out rate, they are underrepresented and inject a bias in school sample drug surveys. The implication is that these national drug survey data cannot provide valid information on inner city, male adolescents (Brunswick, 1980). What is more, questions have also been raised about possible response bias since the survey uses a written, self-administered questionnaire.

In addition to the annual surveys of high school seniors, the National Institute on Drug Abuse sponsors periodic surveys of the U.S. household population (e.g., NIDA, 1985). These self-administered surveys are used to collect data on a national sample of respondents 12 years old and over living in households in the contiguous United States. The survey oversamples Blacks and Hispanics in order to make reliable national estimates. However, one significant problem is that such aggregate data can easily mask local variations that differentiate between adolescents with drug problems and those who avoid drug problems (Brunswick, 1980). Moreover, the national household surveys collect few specifics on the frequency or quantity of drug consumption (Polich et al., 1984), and the surveys are quite limited in the variety of variables they cover (Kovach and Glickman. 1986).

Despite the limitations, however, these national surveys provide important information on aggregate drug use prevalence levels and broad trends over time. By comparing data from the annual surveys of high school seniors, we know that for those using drugs in the more recent graduating classes, youth initiated drug use earlier than did those in earlier graduating classes (Johnston et al., 1986). The data also show that beginning in 1979 the proportion of ninth graders becoming involved with illicit drugs began to decline and beginning in 1980 the proportion of tenth graders reporting drug usage began to drop. This trend has continued through today.

It must be cautioned that these national figures may not reflect drug usage levels of inner-city males because of survey exclusions, and moreover, that national estimates are certain to obscure substantial variation among different geographic and population subgroups. Nonetheless, the data do indicate that prevalence of drug use has slowed, and in some instances, reversed for American youth as a whole but that there has been a simultaneous decrease in the age of onset. This declining age of onset is a worrisome pattern since it has not only been established that the use of different drugs tends to be interrelated at a single point in time (Farley et al., 1979; Hubbard et al., 1985; Johnston, 1981; Kandel and Faust, 1975; Miller and Cisin, 1983; Single et al., 1974; Wish et al., 1983) but that there are discernible developmental stages or sequential patterns in drug usage (Brunswick, 1979; Brunswick and Boyle, 1979; Grady et al., 1986; Hamburg et al., 1975; Kandel, 1975b, 1982; Kandel and Faust, 1975; O'Donnell and Clayton, 1979). The importance of understanding more about stages and developmental processes applicable to particular adolescent population groups and sociocultural environments cannot be overemphasized since it will ultimately be information about drug use antecedents and sequences that will likely provide the best foundation for devising the timing and content of educational and community level drug use prevention and

treatment efforts (Block, 1975; Jessor and Jessor, 1977; Jessor et al., 1973; Kandel, 1978, 1979; Kovach and Glickman, 1986; Smith and Fogg, 1975).

Given these concerns, a key methodological consideration in any analysis of adolescent drug use patterns, correlates, developmental processes, and trends is generalizability in relation to particular community environments and cohorts. As the discussion above makes clear, there has been fairly rapid change in drug use patterns nationally and there is likely to be a great deal of variability among different subgroups. Moreover, it is widely accepted that at least some drug use is the norm in adolescent development, that there are discernible sequential patterns to adolescent drug use behavior, and that most adolesents neither develop serious drug use problems nor do they continue to use illicit drugs. Once again, however, it must be emphasized that while these generalizations may apply to the overall adolescent population, they may not be wholly applicable to important subgroups and different kinds of communities.

Insofar as the connection between drug use and other forms of delinquency is concerned, a long-standing debate on the precise nature and direction of the relationship continues unabated (Clayton, 1981; Watters et al., 1985). Despite recent data suggesting that substance use bears some connection to a general pattern of delinquency (e.g., Kandel, 1980; Bachman et al., 1978, and Dembo, 1988), there is still no clear consensus on whether drugs cause delinquency, delinquency leads to drug use, or some other explanatory factors precede both delinquency and the onset of drug related problems. According to Watters et al. (1985), it is frequently the case that cited research supporting the drug causes crime hypothesis is either correlational in nature (Minnesota Department of Corrections, 1972; New Jersey State Police, 1971; Ontario Corrections Services, 1973; Tinkleberg and Woodrow, 1974; Roman, 1981) or compares pre- and post-addiction criminal activity (DeFleur et al., 1969; McGlothlin et al., 1978; National Commission on Marihuana and Drug Abuse, 1972, 1973; Nurco, 1976; Plair and Jackson, 1970; Stephens and Ellis, 1975; Stephens and McBride, 1976; Weissman et al., 1976.)

Other research suggests that delinquency tends to precede the use of illicit drugs (Bachman et al., 1978; Friedman and Friedman, 1973a,b; Inciardi, 1979; Johnston, 1973; Pierce, 1969; Robins and Guze, 1971; Robins and Murphy, 1967). Still other research suggests that any purported causal association is the product of other shared antecedents (Akers, 1984; Elliott and Huizinga, 1984; Elliott et al., 1985; Fagan and Hartstone, 1984; Jessor and Jessor, 1977; Robins, 1980). These other shared causal roots include a variety of factors such as family background, structure, and relationships; peer associations and influences; school history and problems; psychosocial attributes; interpersonal traits; unemployment; and social class.

The current research attempts to provide information on substance use and criminal activities engaged in by inner city adolescent males, helping to answer questions not only about the nature of the problem, but also about the link between drug use and criminal activities in this population. Again, these data may prove extremely useful in refining prevention/education strategies, achieving short-term intervention outcomes and informing decisionmakers about developing effective long-term policy.

Organization of the Report

The remainder of this report details the methods and findingsof this research. Chapter II describes our methodology; Chapters III through XII describes our findings respectively on:

- Patterns of Substance Use
- Drug Use and Self-Reported Delinquent behavior
- Relationship of Family Factors to Drug Use, Drug Sales, and Other Criminal Activities
- Relationship of School Factors to Drug Use, Drug Sales, and Other Criminal Activity
- Relationship of Peer Group Factors to Drug Use, Drug Sales, and Other Criminal Activity
- Relationship of Youth Involvement in Community and Free Time to Drug Use, Drug Sales, and Other Criminal Activities
- Relationship of Personality Factors to Drug Use, Drug Sales, and Other Criminal Activities
- Attitudes and Perceived Motivations and Deterrents to Using or Selling Drugs
- Exposure to Prevention/Education Information and Views on What Needs to Be Done to Decrease Drug Involvement
- Multivariate Analyses.

A summary of study findings and the implications of study data follow the body of the report.

CHAPTER II

METHODOLOGY

Overview

In-person interviews were conducted with 387 ninth and tenth grade/age minority, inner city males during the period beginning February 1988 and ending September 1988. Interviews were administered by trained minority interviewers and required between 40 minutes and two hours to complete (average time was about 70 minutes). Approximately 80% of the interviews (307) were obtained from a random sample drawn from schools primarily serving students living in the poorest census tracts in the city (i.e., those having at least 20% of households at or below 125% of the poverty level). An additional 80 interviews were obtained from respondents selected randomly at eight community recreation facilities in the neighborhoods served by the eight high schools selected into the sample and one centrally located Community Youth Service Agency administered by the District of Columbia.

In addition to survey data, information on police contacts and court appearances was collected for all students selected into our sample. Similarly, data were extracted from D.C. Public School database concerning students' grades and school attendance (September 1987-June 1988) for students in the public school sample.

Sample Construction

Defining the Sampling Frame

The focus of the study was on drug use and delinquency of adolescent minority inner city males (96% black, 4% Hispanic). Initially, we defined our sampling frame as all male students enrolled in ninth or tenth grade in the D.C. Public Schools as of September 1987. The start of the school year was used to ensure the inclusion in the sampling frame of drop-outs and chronic truants during the interview period.

To better target the population of interest, we further specified that the sampling frame be restricted to students at schools located in communities where poverty was relatively high. We defined poverty communities as those primarily composed of census tracts in which at least 20% of households were at or below 125% poverty level according to estimates derived from the 1980 census. Once these census tracts were identified, we compared school service boundaries to census tract boundaries to determine from which schools we should draw sample.

We sampled junior and senior high schools in city administrative Wards 1, 6, 8; the northern portions of Wards 2 and 7; and the southern portion of Ward 5. As can be seen in Exhibit II-1, these wards or portions of wards comprise the bulk of the N.E., S.E., and S.W. quadrants of Washington, D.C. This area corresponds to city locations where crime has traditionally been high (Exhibit II-2). Note that absent are Wards 3 and 4 which comprise the upper N.W. quadrant of Washington, D.C.--a more prosperous section of the city. Thus, we anticipated that by specifying the sampling frame in this manner, we would maximize the probability of drawing individuals who had exposure to substance use and criminal activity. We attempted to complete interviews with all persons selected into the sample.

We identified fifteen junior high schools (grades 7-9) and eight high schools (grades 10-12) in the process of constructing our sample frame. Another six junior high schools in school Regions A, C, and D (which overlap with the ward and census tract structure of the derived sampling frame) were deemed as ineligible because they generally served more affluent communities. An additional school listed as a junior high school/educational complex was omitted because of its special programming for grades K-9. Middle schools were not included as they serve students in grades 6-8. We also omitted two magnet high schools in the specified geographic location that draw students from all over the city, and three alternative schools that also serve students from a broader community; students who were removed from public schools, were no longer in school or had not been progressing in the basic sequence prescribed by the public schools.

Approximately, 71% of all junior high schools and their students from regions A, C, and D were included in the sampling frame (65% of all junior high schools in the city). All non-magnet public high schools in these school regions and their students were incorporated in the sampling frame (75% of all high schools in the city).

Overall, the sampling frame included approximately 67% of all junior high school males in the ninth grade and 62% of all ninth graders in regions A, C, and D; some ninth graders are in high schools or special

educational facilities, but the numbers of such students are relatively small. With one exception, they were not included in the sample of ninth graders drawn for this study. All males in tenth grade, attending nonmagnet high schools in Regions A, C, and D were included in the sampling frame.

We sought equal samples from each grade (about 200 each). We also sought equal samples of ninth graders from each junior high school and the one high school in the city that had a full ninth grade (345 students). Similarly, we sought equal samples from each of the eight high schools.

The school system was supportive of the research effort. After review of our project by the Office of Quality Assurance, letters of study endorsement were obtained from the then Acting Superintendent of Schools (now Superintendent) and the Assistant Superintendent of Instruction.

Appointments were made to meet school principals, explain the study and solicit participation. However, between the point of agreement with the schools to participate and the sample selection, many problems arose. Schools were often unable to provide the needed contact information (name, parent/guardian name, address, phone number, and birthdate) in a timely fashion. Reasons included:

1. Computer inaccessibility. Computers, were often devoted to other school related tasks (e.g., producing report cards). At one school, broken equipment prevented us from extracting a listing. In these instances repeated visits to schools were required. It was not unusual for at least two weeks to elapse between the time of gaining principal's support to having a sample.

2. In some instances, school staff did not know how to extract the information needed. Here, we tried to obtain whatever listing of students the school had with whatever information they had.

3. Lists of tenth grade males had to be compiled manually from home room teacher's roll-call books in three of eight high schools.

4. Administrators allowed us to draw a sample equal to the number of interviews we wanted to complete in three schools. No provision for refusals or "can't locates" was allowed.

5. Among the schools that were able to provide lists of students key contact information, such as apartment number, street location and/or telephone number, was often missing.

6. Schools vacillated between wanting to participate and feeling that they could not afford to spare the resources required to participate. These feelings persisted even though schools were asked only to allow researchers to have access to their September 1987 enrollment lists, to provide a room in which after-school

interviews might be administered, and to identify a contact person at the school to whom interviewers could report their need for a room on a particular day or arrange after-school contact with otherwise inaccessible students.

One junior high school that had previously agreed to participate never allowed us to draw sample, reducing the junior high school participation rate to 87% of eligibles (13 of 15 schools) and 62% of all junior high schools on schools regions A, C, and D. Because of delays in gaining access to and then obtaining the active support of Principals and because of the further delays in extracting sample, sample selection activities and initial contact of sample were carried out sequentially on a school-by-school basis. Sample was drawn from schools and fielded as soon as possible to help ensure the completion of interviewing within the school year.

As a result, we were not able to draw equal sample from schools within each grade or equal samples of each grade. Exhibit II-3 shows the size of the sample drawn from each school (as well as the disposition of cases drawn into the sample).

Supplemental Sample

In addition to modifying plans to select sample equally across grade levels and within grade level across schools, the quality of contact information, the level of mobility of the target population and the inaccessibility of some of the residences themselves contributed to our decision to include a supplementary sample of similarly aged individuals drawn from outside the public school sampling frame. Also contributing heavily to this decision was our observation from incoming data that one key group of individuals needed for the assessment--those relatively heavily involved in substance use--were underrepresented compared to expectations.

In order to achieve a better representation of this segment of the population, we sought and received the approval of eight community based recreation facilities serving the neighborhoods in which our participating high schools were located and one District operated Community Youth Service Agency to recruit appropriate age respondents (15-18 years old). We specifically restricted this sample to include more tenth than ninth grade age students because the amount of school-provided record information and subsequent contact and response rates for the tenth grade students were much lower than those observed for ninth grade students.

Institutionalized Sample

In an effort to locate 100% of the sample selected for study we took a listing of all potential respondents we had yet to contact as of July 1988 to the District of Columbia's Division of Youth Services (DYS). DYS manages all community and institutional placements for juvenile offenders in the District. DYS identified 12 persons in our school-based sample who were DYS wards and approved their interview by DYS staff. As a result, DYS staff interviewers were trained by project staff in July 1988. There were delays in obtaining permission from the youths' families and other problems in youths' participation, and unfortunately DYS was not able to provide us with completed interviews during the field and analysis period of our study. In mid-January 1989, two interviews from DYS were completed. These will be appended to the Phase II database.

Effects of the Supplemental Sample

While use of the supplemental sample and our other sampling plan modifications make derivation of estimates of the prevalence and incidence of drug abuse of criminal activity in the population from the results of the sample survey less than direct, it does little to defeat the primary purpose of this effort which is to identify those characteristics that distinguished those youth that have drug involvement and/or participated in delinquent activities from those that have not.

Selection of the School-Based Sample

At each public school we tried to assemble sample sufficient to ensure completion of a desired (i.e., equal) number of interviews, assuming we would have a final response rate of about 70%. Thus, at each school that had agreed to participate we attempted to oversample by about 40%. However, because schools were slow to initially agree to participate and/or provide sample, plans to select equal sample between schools within grade were modified and continued to be modified as school solicitation progressed.

We immediately reviewed student enrollment lists from September 1987 to screen out ineligibles by gender and grade. Selected students' names were then sorted alphabetically by last name, first name and middle initial.

Within each school we used a systematic selection procedure. In schools providing lists of September 1987 enrollees or the one school that opted to perform the sample selection task itself, a sampling fraction (n)

was derived by dividing the total number of names on a school list by the number of interviews we hoped to complete with students at the school (plus oversample for nonresponses). Sample selection was accomplished by drawing every "n^{th}" name on the student roster after a random start.

In instances in which students were selected from home room rolls, a similar technique was employed. Here, the desired sample size was allocated equally among the tenth grade home rooms. Within each home room a procedure similar to that described above was employed.

Overall, 300 ninth graders (24% of ninth graders attending participating schools) and 290 tenth graders (12% of tenth graders attending participating schools) were selected for initial contact.

Immediately subsequent to sample selection activities, the contact information extracted from school lists was used to create a computerized database from which initial letters soliciting student and parent or guardian(s) participation were generated. This information was also used to create logs and to update each case's status.

We monitored the progress of the interview phase closely both to ensure appropriate levels of survey response and quality, as well as to ensure inclusion of the proposed number of youth with a history of substance use. Given difficulties in reaching sample (especially tenth graders) additional sample from community-based sources was sought.

Selection of Supplemental Sample

The samples at the recreation centers were usually selected with the assistance of the center director. In general, the director identified a number of age-eligible youth present at the center when the interviewer arrived. The interviewer then randomly selected two to three youth to contact from the group of potential respondents. Interviewers visited the recreation facilities three or four times during a two-month period, selecting different times of the day and different days of the week. At the D.C. Community Youth Service Agency's Center, students were identified by the program director and all were recruited to participate.

In all, 80 interviews were obtained from the supplemental sample. A large majority of supplementary sample respondents were tenth graders or of tenth grade age (75%-60 youths). Sixteen of the 80 interviews (20%) were completed at the D.C. operated Community Youth Service Agency's Center.

Interviewer Selection and Training

Minority interviewers were initially recruited through advertisements posted on the bulletin boards at Howard University graduate programs in psychology, social work, sociology, educational counseling, and criminology. Subsequently, potential interviewers were identified through the recommendations of faculty, persons responding to the advertisements, and referrals from colleagues at the Washington Urban League.

Potential interviewers were screened on the basis of their experience, interest and demeanor to assess their suitability for the project. Initially, seventeen interviewers were selected and trained over a two day period. Interviewer training consisted of:

- Project overview
- Interview techniques (e.g., establishing rapport)
- Confidentiality
- Contact procedures
- Informed consent
- Locating respondents
- Handling refusals/refusal conversion
- The survey instrument including item specifications and skip pattern
- Recording open-ended/verbatim responses
- Field edit procedures
- Reporting responsibilities
- Use of incentives/getting receipts
- Invoicing

Five of the interviewers dropped from the study immediately after training; one dropped after completing just two interviews. Some interviewers left the study because of the amount of time and effort required to identify students and complete interviews, or because of changes occurring in their schedules.

Over the course of the study, a total of twenty-eight interviewers were trained. The final group of interviewers was far more heterogeneous than the original group. As the study progressed, interviewers were recruited from school personnel, substance abuse counselors, corrections administrators and business. Most

of these individuals possessed strong backgrounds in interview methods and some in interviewing adolescents who had been involved in drug use or serious delinquent behavior.

Interviewers who joined the project after the initial training session received an abbreviated version of the two-day training held with project staff and experienced interviewers. These sessions followed basically the same agenda but focussed more specifically on the survey requirements and quality control procedures rather than on basic interview techniques.

In these later training sessions, interviewers also gained experience by working as an "apprentice" with a proven interviewer, conducting one or two interviews under their guidance. This team approach proved very successful.

Survey Instrumentation

One of the key tasks was to develop a valid and reliable survey instrument that met study objectives, and, wherever possible, could produce information comparable to past research. Given that there were no resources to adequately test question reliability and validity, we attempted to adopt measures that had been shown to be reliable and valid in the past. While our literature search identified several measurement instruments used by others in this particular area of research, few had been distinguished by substantial validation activity or calibration of reliability. Often those few instruments that had been used in research were inappropriate for direct adoption, and they needed to be altered. However, altering question wording or response categories can alter the psychometric properties of the instruments. In our final selection of survey measures we focused on:

- Adopting or adapting questions that had been used successfully in the past. While not always ensuring a direct transfer of question characteristics (especially in regard to the reliability and validity of the measures), adoption or adaptation of instruments that have been used successfully in the past helps to ensure the quality of the data gathered by checking the comparability of findings across samples.

- Ensuring the face or content validity of the questions. Put simply, we exerted great effort to ensure that questions asked specifically about the information we wanted without tapping into other issues.

- Review and revision suggested by an expert advisory board that was assembled for this purpose and composed of nationally respected substance abuse researchers.

- Establishing internal consistency within the survey instrument by making comparisons internally among similarly proposed and dependent items.

- o Establishing the ability to test concurrent validity on a number of items by comparing self-reported delinquency (i.e., arrest), drug use, school grades and absenteeism against the results of record searches accomplished at the D.C. courts, police and public schools on these measures.

The research team assembled a draft questionnaire for review by our advisory board. Following their critique, the survey was revised and pretested. We pretested the questionnaire with six youth randomly selected at a neighborhood Police Athletic League facility. Surveys were administered by one of the trained interviewing staff. After the interview, the interviewer probed the respondents to determine if there were problems with question or response category wording, terminology, or clarity. A number of minor language revisions were made after these pretests.

After pretesting, the survey instrument and planned data collection procedures were forwarded to the D.C. Public Schools' Office of Quality Assurance for review. Their comments were helpful in further improving the survey instrument.

The final questionnaire had ten major sections:

1. Demographics, family configuration, family support and environment;
2. School environment, accomplishment, aspirations, engagement, and teacher/counselor support;
3. Free time activities and religiousity;
4. Peer relations, friendship networks, and support;
5. Substance use--history, and sequence of polydrug use;
6. Victimization and delinquency, including involvement of drugs in crime;
7. Drug networks, perceived motivation to enter drug sales, and perceived deterrents;
8. Drug education in schools, in the media and in the community, perceived effectiveness of drug programs, experience with drug treatment, and other sources of help contacted;
9. Self-perceptions including propensity to take risks, perceived stress, alienation, impulsivity, self-esteem; and
10. Interviewer observations such as perceptions of respondent truthfulness and capacity to answer questions. Also, this final section was used to obtain permission of respondents to be recontacted as part of the second phase of the study.

A copy of the questionnaire is attached to this report as Appendix A. A listing of sources used in constructing the survey instrument is attached as Appendix B.

School Data on Attendance and Grades

For the students in our school sample, the school system provided access to student attendance data and information on "at-risk" students--those receiving grades of D, F, or Incomplete. Similar information was not obtained for the majority of students in the supplemental sample because they were often out of school or, when we did search for them in the records, were difficult to locate.

We located these data for more of than 70% of the school-based sample but for only a small part of the supplemental sample. Difficulties included incomplete sets of records, especially those from schools that maintained their data on a microcomputer based at the schools, incomplete reporting of school and grade on the school forms themselves, and organization of the available data files themselves.

Criminal Justice System Data

We also obtained information on police contacts and court records. The juvenile court was quite cooperative and allowed us access to police and court contact files.

Police staff extracted information concerning the date and reason for contacts for those in the public school and supplemental samples. However, we only obtained information when both full legal name and date of birth information matched exactly. Because of the relative imprecision of the information forwarded (e.g., names with middle initials or names without middle initials were forwarded whereas police were trying to match to "full legal names"), this data source tended to underrepresent the actual number of students in the sample who had contact with the police--either as a suspected criminal or as a victim.

Project staff extracted information including dates, charges, and results of court appearances and drug tests for students in the public school and supplemental school sample. This process appears to be accurate but can identify only those in our sample who were processed by the D.C. Juvenile Court.

Contact and Interview Procedures

Prior to interviewing a youth, written permission from both a parent or guardian and the youth were required (a requirement of the school system for their cooperation).

Contact Procedures

A personalized letter was mailed to each selected student and his parent(s) or guardian(s) at the address extracted from the school records. The letter explained the purpose and confidential nature of the study, and noted that the student would receive ten dollars as an incentive for participating in an in-person interview lasting approximately one hour. The incentive was incorporated into the study to promote student participation. The use of the incentive met with approval from both the project's advisory board and the D.C. Public Schools.

Included in the contact letter was a form which parent/guardian and student were asked to sign and return in a pre-addressed and pre-stamped envelope to either give their consent to the interview or to refuse to participate.

Fewer that 100 of the 590 permission letters mails (16%) were returned by mail. Only eight of the return mailings (8%) were refusals. Given the low rate of response to initial mailings and the time required to prepare, post and obtain responses via the mails, a second mail solicitation was not attempted. Instead, students and parents were contacted by telephone, asked to provide the written permission, and an appointment to interview the student was scheduled. Interviewers were instructed to make at least six telephone calls to homes with working telephone numbers to make initial contact. If a non-working telephone was reached, directory assistance was contacted to identify an updated telephone number.

When consent forms were not returned by mail and no telephone number was provided, or if the number provided did not work and directory assistance provided no new leads, interviewers went out to the address to attempt to contact the sample. When contact was made, interviewers explained the study purpose to the student and parent/guardian, and provided them with a copy of the contact letter and a consent form for their signatures.

To establish credibility, interviewers had Urban Institute business cards and letters of support from both the Acting Superintendent of D.C. Schools and the Assistant Superintendent of Instruction. The materials given to students/parent(s) also provided telephone numbers at The Urban Institute and at the D.C. Public Schools Office of Substance Abuse Education at which they could learn more about the study and verify the interviewer's affiliation.

When interviewers could not contact potential respondents at their home, they attempted contact at schools. The school contacts, who were usually attendance officers, either assisted interviewers by getting a note to students during the course of the school day concerning scheduling an appointment for interview or, more commonly, helped the interviewer identify students who were at school that day and guided them to places where they could meet and schedule an appointment.

If a student missed his interview appointment twice, he generally was not contacted again. These students were viewed as refusals.

Location

The poverty population of concern in this study is generally mobile and are disproportionately represented both among those who do not have telephones and those who have unlisted telephone numbers. Much of the location effort was accomplished "on foot."

The assistance provided by schools in locating students varied dramatically. At some junior high schools, principals would go to home rooms and bring the student down to meet the interviewer. At high schools, where support for the study was generally less enthusiastic, assistance was less forthcoming. Compounding the problems of contacting high school students was that at three of the eight high schools, record information provided to the study team was not current or was incomplete.

High school students were also more likely than junior high school students to be truant and to have a greater freedom of movement in school. Attendance officers, even when they knew students were in school on a particular day and knew where they should be, did not always know where they actually were. A recent D.C. Public Schools report indicated that attendance at any particular class may be as low as 50% of that expected from attendance in home room.

Similarly, these older students may have been less likely than their junior high school counterparts to attend to the principal's request to come to the administration office. There were several instances in which a student, supposedly in attendance on that day, was asked over the public address system to come to the administration office but did not comply.

Another factor hampering direct contact with students was that students or parents themselves had provided incorrect address information to schools, perhaps to avoid the District's automated truancy notification system which calls the homes of students absent from school or to attend a school of their choosing rather than the school serving the area in which they actually resided. In either case, interviewer attempts to contact these students at their homes led to visits to nonexistent addresses, visits to liquor stores, gymnasiums, etc., and interactions with individuals who often denied knowing the student or the student's family.

Conducting Interviews

Interviews were scheduled when students were located and written consent had been obtained from a parent or guardian. Interviewers were allowed to schedule interviews with students during the school day only with the permission of schools. Virtually all interviews were scheduled for late afternoon or early evening hours during the school week, or on weekends.

Interviews were scheduled at a time and place mutually agreeable to the student and the interviewer. They occurred in a variety of locations, including school rooms, libraries, student homes, fast food restaurants, parks, and interviewer offices. On average, interviews required 70 minutes to complete.

All interviews were held privately in places where interviewer and respondent could not be overheard. Every possible effort was made to maintain privacy in public places and the safety of the interviewer.

The majority of school sample interviews were completed during the period beginning in March 1988 and ending in July 1988. Supplemental sample interviews overlapped with school sample interviews only slightly. Supplemental sample interviews began in July 1988 and ended in September 1988.

Confidentiality

In a study of this nature, it is crucial that respondents are convinced of the confidentiality of the information they provide. Confidentiality is necessary to protect them from self-incrimination in the eyes of the law and concern that their responses might get back to family, peers, or school personnel. The following steps were employed to assure students and parent(s)/guardian(s) that information collected would be treated confidentially:

- The letter soliciting participation explained in detail that student responses would be kept completely confidential, that is, no one--not parents, school personnel, police--would ever be provided with any respondent's individual answers. The letter assured students and parents that student-provided information would only be reported in aggregate form.

- In conversations with parents and students both were assured that students were selected randomly and that we were just as interested in talking to students having little or no experience with drugs as those with more substantial experience. This statement helped to establish our credibility as objective researchers interested in helping young people in the community and was important in encouraging students and parents to participate.

- When interviewers met respondents they again explained the meaning of confidentiality and how we would work to preserve it and maintain their good faith.

- Respondents also received an explanation of NIJ's blanket confidentiality statement governing this research and were told that any information they provided could not be subpoenaed or used against them in a court of law.

- Interviewers further explained that we were not evaluating them in any way, that there were no right or wrong answers. The only thing that mattered was that they answer the questions truthfully and to the best of their ability.

- Once the completed survey forms were received, we removed the cover sheet, which contained the respondent's contact information. The matching identification number on the first page of the questionnaire was checked. The final page of the questionnaire, which contained contact information for someone who would always know where the respondent was living (in preparation for the second phase of the research), was detached and stapled to the cover sheet. These materials were locked in a secure location. They will be accessed only when the follow-up phase of the study begins.

- Once all data were logged-in and files updated, all computerized data in which student names were matched to unique numeric identifiers assigned at the start of the study were downloaded to a floppy disk and then erased from the mainframe. A hard copy of the listing and the floppy disk are secured along with the questionnaire cover sheets and future contact information.

- Police record search activities were carried out for all students drawn into the sample and not just respondents. Police staff were provided with a complete set of contact information with the exception of assigned student identification numbers. They reported information by student name which our research staff matched to identification numbers. Other record search activities (i.e., school and court) were carried out by Institute staff.

- Hard copy of all record search information has been secured, along with other confidential information, for future use.

Quality Control

Several specific safeguards were built into the study to attempt to ensure that the quality of data collected was maintained:

- Interviewers kept contact/progress logs on the status of each case assigned them. These logs formed the basis of weekly reports to the project management team. Reports focused on progress made with assignments on a case-by-case basis. Interviewers were asked to report promptly on problems with specific cases (e.g., refusals, access to building locked) and, as a result, appropriate responses were developed. Logs were turned in as interviewers finished their assignments at a school.

- Interviewer logs also provided the basis for refusal conversion attempts. If a respondent or parent/guardian refused by mail or over the telephone, an interviewer specially trained to convert refusals recontacted the household, usually in-person. About 20% of initial refusals were converted to completed interviews.

- All interviewers received comprehensive training in location, contact, and questionnaire administration procedures.

- Interviewers performed field edits on questionnaires immediately after completing the interview. Field edits were performed to ensure that responses were legible and complete--especially important with opened-ended items; that leading zeros had been filled in on numerical estimates; that only multiple responses were recorded for appropriate questions; and that skip patterns were followed properly. In instances in which interviewers uncovered errors they corrected the errors, or they got back in touch with the respondent to correct the error.

- Specially trained data editors reviewed each questionnaire, checking interviewers' work for accuracy and consistency. Editors also coded opened-ended codes developed by project management staff on the basis of responses to the first 50 questionnaires received.

- Two project staff members developed codes and tested their adequacy by categorizing a number of respondent answers to opened-ended questions. In instances in which 90% agreement was achieved, the codes were finalized. Otherwise they were revised till such agreement was achieved.

- At least 70% of each interviewers' work was verified. Overall, 285 school and community-based interviews were verified either by telephone (90%) or in person (10%). (This procedure uncovered problems with interviews of two interviewers, whose interviews had to be discarded and the interviewers dismissed.) Interviews completed at the D.C. operated Community Youth Service Center (16) were not verified because of the presence of the Institute's project director and the Center's Director.

- Interviews were keypunched and 100% key verified. The procedures described above generally yield a machine readable database that reflects information on the survey instrument with 99.95% accuracy.

- Once made computer readable, the database went through a series of machine edits. Range checks and checks on internal consistency between similarly proposed and dependent items (i.e., skip patterns) were undertaken. When errors were discovered they were checked manually against the hard copy questionnaire and corrected on the computer.

Sample Validation

An important component of quality control in a study like this is sample validation--making sure interviewers did their jobs, both interviewing the respondents and getting the most accurate information possible as well as identifying potential sources of bias in the final sample. In the study, sample validation was accomplished in two ways. First, telephone and in-person follow-ups were made with respondents to make sure interviewers had performed interviews properly, asking questions from each section of the survey and paying respondents incentive money.

As noted above, at least 70% of each interviewer's work was verified. In addition, the final survey sample was reviewed to identify potential self-selection bias. Here police and court histories of respondents in the final survey sample were compared to those of youth who were selected into the sample but did not participate in the interview. The comparison reveals no manifest differences in the two groups' police or court contact histories. Approximately 81% of respondents had no previous contacts with the D.C. police or court system. This was not appreciably different from the 77% of sampled nonrespondents who had a similar lack of contact. The percentage of survey sample respondents who had ever had police contact (14%) or court contact (14%) does not differ significantly form the 12% of the sampled nonrespondents who had police contact or the 19% who had court contacts. Methodologically, it is interesting to note that the overlap between police and court records for an individual is far from complete ranging from 47% in the respondent sample to 49% in the nonrespondent sample.

Sample Disposition

Exhibit II-3 documents the overall disposition of the school-based sample. Sample selection procedures resulted in identifying 300 ninth grade and 290 tenth grade males for study. About 3% (17) of the school sample selected were ineligible because they:

- Were not in the grade reported by the school. In several instances, students selected were in seventh rather than ninth grade, eleventh or twelfth grade rather than tenth grade, or already in college though recorded as enrolled in the ninth grade.
- One student currently enrolled in the ninth grade had been dead for three years.
- Were female.
- Moved out of state.

An additional 13% of students selected into the public school sample (79) were excluded because interviewers could not locate their address, or in cases in which the address could be confirmed, could not find any evidence of the student and his family living at the dwelling. ("Bad addresses" were not used to delete some one in the sample until interviewers failed to contact the student after checking leads provided by telephone company directory assistance, made at least two attempts to contact the student at school, checked with the current resident at the address about their period of tenure and knowledge of the selected student's residence, checked mailboxes, and talked to other residents, superintendents and/or postal employees.)

Overall, 16% (96) of the school-based sample were deemed as "ineligible." The number of ineligibles was somewhat greater among high school students (52%) than junior high school students (48%). The difference is most dramatic in the area of bad addresses where tenth graders account for 56% of this category of ineligibles.

Of more concern were the marked differences between grades in the number of people for whom contact could not be made despite apparently good addresses. Here, interviewers were able to locate the student's address, but after repeated telephone and in-person calls were not able to talk to anyone in the household. In a small subset of these occurrences, interviewers talked to a current resident who was related or knew the student and his family but would not disclose their whereabouts. Instead, these individuals were asked to forward a personal message from the interviewer to the student concerning participating in the study.

Though repeated recontact attempts were made with these individuals, invariably we could not ascertain whether the students ever received our solicitation.

Overall, there were 100 persons selected into the public school sample (17% of sample) who could not be contacted. The bulk of these "noncontacts" were with tenth graders (74%). Likely reasons for the surprisingly high noncontact rate include:

- The quality of school record information provided by students. Incomplete or inaccurate information may have been provided for any of a number of reasons.
- The data maintained by schools may not have been updated. When students transferred from one school to another records were not always forwarded promptly and computer records were not be modified appropriately. In point of fact, when we attempted to verify yet to be located students place of enrollment with the school system's central office we often found that a student might be registered simultaneously at two or even three schools without having withdrawn from any.
- School attendance officers, especially in the high schools, have difficulty keeping tract of student whereabouts. When contact was attempted at schools, students were difficult to locate.

Response Rates

The participation rate for the survey, as defined by the number of responding students from the public school sample divided by all students that we attempted to contact for the public school sample was 62% for ninth graders and 42% for tenth graders. The overall participation rate for both grades was 52%.

However, participation rates do not take into account the presence of the ineligible sample, which for this study was appreciable. The response rate for the school sample, as defined by the number of participating students divided by the total number of eligible respondents (subtracting out both those known to be ineligible and those not locateable because their residence could not be found--bad addresses) was 73% for ninth graders, 51% for tenth graders and 62% overall. Response rates are indicated in Exhibit II-3 for each school as well as for each grade and overall.

Also, of those students that could not be contacted at all, some portion of them are likely to be ineligibles, having moved away, been in another class, etc. Even with the appreciable level of known ineligibles, it is improbable that all respondents whom we could not contact were ineligible. It is also clear that many of the "could not contact households" may have actually been passive refusals.

To provide a more balanced estimate of response rates, we prorated the number of students that could not be contacted in part to the refusals category and the remainder to the ineligible category. In reapportioning the could-not-be-contacted households, we divided the number of refusals by the number of refusals plus the number of completes as the appropriate multiplier for adjusting the number of total eligibles in the survey:

Adjustment Factor = (Could not contact-(Could not contact * (Refusals/refusals and completes))).

This formulation was used to help ensure that the estimates of response derived remained conservative.

Formally, we defined the adjusted response rate as:

Completed Interviews/(Total Sampled-Bad Addresses-Ineligibles-(Adjustment Factor))

The number of total adjusted eligibles is indicated in the third column of Exhibit II-3--Total Number of Eligibles. Calculated this way, the response rate for ninth graders was 79%, and for tenth graders it was 67%. Overall the response rate adjusted for could not contact households was 74%.

For the supplemental sample, we attempted to maintain the data necessary to calculate response rates. However, interviewers were not always careful about maintaining eligibility (i.e., age) information. As a result we may be including as refusals some ineligible youth. Still, response rates among the supplemental sample was good. The final response rate for the supplemental sample was 66% (80/121). One reason for this high a rate was that the 16 interviews completed at the DYS-operated Youth Center had no refusals because the Center Director participated directly in recruiting volunteers.

Sample Description

The final sample from which data are reported in this paper is made up of two somewhat disparate groups. First, there is a sample of 307 individuals drawn from the D.C. Public Schools' ninth and tenth grades. These respondents were selected at random from all ninth and tenth grade males on the September 1987 school rolls.

Response from this sample varied. Ninth graders were quite responsive to solicitations to particpate. Tenth graders were not. Further, among those who did respond, we monitored lower than expected rates of

drug use. Parenthetically, it was interesting to observe that although usage rates appeared low, data concerning criminal activities, especially drug sales were somewhat higher than anticipated.

In order to correct both the lower than expected incidence levels of drug use and the bias introduced by our disproportionate success in interviewing younger students, we randomly selected 80 youth from eight recreation centers and one Youth Service Administration Community Youth Service Center serving the same areas as the schools in our sample. We obtained the assistance of facility directors in helping us identify youth primarily in the tenth grade or of tenth grade age (15-18 years old) to interview for the study.

As can be seen in Exhibit II-4, we obtained supplemental sample who were older and more likely to be in tenth grade than were respondents in the school-based sample. For example, 49% of the school-based sample were just about 16 years of age at the time of the study. In the supplemental sample only 34% of respondents were in the same age bracket. Similarly, supplemental, as compared to the school-based sample, demonstrated marginally ($p<.10$) greater levels of grade deficiency (39% and 28% respectively are at least one year behind scheduled) and poorer educational status--only 1% of the school-based sample were not in school at the time of the interview, compared to 11% of the supplemental sample ($p<.10$).

The youth in the supplemental sample were older; thus, they had more time and greater opportunity to be involved in a variety of licit and illicit experiences. Supplemental, as compared to school-based respondents, were more likely to report that they had sold drugs in the past year (24% vs. 10%, $p<.05$); used drugs in the past year (31.3% vs. 6.2%, $p<.05$); committed both personal and property crimes (29% vs. 16%, $p<.05$); and been arrested 19% vs. 7%, $p<.05$).

Because of the differences between samples, we cannot immediately derive population estimates of incidence and prevalence of substance use or criminal activities. As a result of the addition of the supplemental sample, there is no wholly proper way to weight responses of the two study subsamples to generate true incidence and prevalence population estimates. Even within the school-based sample, individuals were selected disproportionately from schools and grades. Further, eligibility and response rates differed between schools and grades.

It is important to remember that our purpose in this research was to identify the characteristics that seem to differentiate between inner city youth who were involved in substance use and/or criminal activities and those who were not, and thereby provide intelligence for planning more effective short-term interventions

and inform long-term policy planning. Analyses designed to investigate differences in the history, environment, and personality characteristics between youth who have become involved in substance use or other forms of delinquent behavior (our primary objective) can proceed without rigidly accounting for subsample differences. However, estimates of incidence and prevalence, a peripheral product of our study can be substantially affected. To test the potential effect of weighting the data, we calculated estimates of the amount of drug use and selling in the school-based and full study sample using a weighting formula based on the actual number of participating students at each school and grade as a function of the total eligible school sample (i.e., ninth grade males). Applying those weights to the sample yielded use and selling estimates within one percent of the unweighted figures. As a result, throughout this document we report actual, unweighted figures.

EXHIBIT II-1

CENSUS TRACTS WITH AT LEAST 20% OF FAMILIES AT OR BELOW THE 125% POVERTY LEVEL (1980 Census Data)

51

EXHIBIT II-2

CRIME DISTRIBUTION IN CENSUS TRACTS

Crime in Census Tracts

The distribution of Crime Index offenses across residential and non-residential census tracts is shown in Maps 1 through 8 (Table A-11). It should be noted that in maps depicting crime in residential areas, the non-residential tracts are left white. Conversely, in maps of crime in non-residential sections, the predominantly residential tracts are white.

Residential Areas

The residential tracts with the lowest Crime Index totals (1 to 100) are primarily in Wards 3, 4, and 5. Tracts with moderately high Crime Index totals (101-184) are dispersed throughout the wards, as are the residential tracts with the highest Crime Index totals (318 to 1,337). Wards 1, 2, and 8 have several clusters with high Crime Index totals while the other wards have fewer such clusters (Map 1).

The distribution of violent crime totals among residential tracts is shown in Map 2. The tracts with the lowest violent crime totals (1-8) are located in Ward 3. Clusters of moderately high violent crime totals from 37 to 70 are dispersed throughout the city, except for Wards 2 and 3. The highest numbers of reported violent offenses are concentrated in several clusters in Wards 1, 2, 5, 6, 7, and 8. Violent crime in the District is concentrated in the downtown area and Southeast quadrant.

Map 1
1987 Crime Index Offenses
By Residential Census Tracts

Part One Crimes
- 1 to 100
- 101 to 184
- 185 to 317
- 318 to 1337

Map 3
1987 Crime Index Property Offenses
By Residential Census Tracts

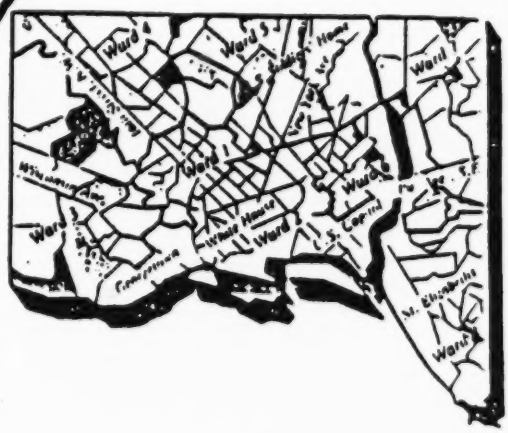
Property Crimes
- 1 to 77
- 78 to 153
- 154 to 239
- 240 to 1222

Map 3 shows the distribution of property crime totals among residential census tracts. Tracts with the lowest property crime totals are located in a small section of Wards 3 and 4, which have several clusters of property crimes totaling 78 to 153. Tracts with the highest property crime totals (240 to 1,222) are dispersed throughout the city. Wards 1,2,3,6 and 8 have several clusters with high property crime totals while wards 3 4 and 7 have fewer tracts with high property crime totals.

Reported homicides in residential areas are shown in Map 4. Tracts with the highest number of homicides are in Wards 1 and 8. Wards 5, 6, and 7 have tracts with the next highest number of homicides. Tracts with the fewest number of homicides are primarily in Wards 2, 3, and 4.

Map 2
1987 Crime Index Violent Offenses
By Residential Census Tracts

Violent Crimes
- 1 to 8
- 9 to 36
- 37 to 70
- 71 to 172



Map 4
1987 Homicide Off
Residential Census

Homicides
- 1 to 1
- 2 to 3
- 4 to 4
- 5 to 7

From 1987 Crime and Justice Report, Office of Criminal Plans and Analysis, District of Columbia.

EXHIBIT II-3

SAMPLE DISPOSITION REPORT

SCHOOL (Grade 9)	# SAMPLED	TOTAL # ELIG	# COMP	# REF	# BADDRS	# CNC	# INELIG	RAW RESPONSE RATE	ADJUSTED RESPONSE RATE
Anac - 9th	10	8	6	2	2	0	0	.75	.75
Browne	19	18	14	4	1	0	0	.78	.78
Douglas	24	22	21	1	1	1	0	.91	.95
Eliot	20	18	13	5	0	1	1	.68	.71
Evans	20	16	11	5	2	0	2	.69	.69
F-J	15	8	4	4	4	0	3	.50	.50
G-P	24	14	12	1	2	8	1	.57	.88
Hart	24	19	13	5	3	3	0	.62	.69
Johnson	15	12	8	3	0	3	1	.57	.68
Langley	25	14	6	6	10	3	0	.40	.44
Lincoln	24	20	18	2	2	1	1	.86	.90
K-M	30	26	25	1	1	2	1	.89	.96
Sousa	25	23	22	1	0	2	0	.88	.95
Terrell	25	15	12	3	7	2	1	.71	.78
TOTALS	300	233	185	43	35	26	11	.73	.79
(Grade 10)									
Anac - 10th	25	19	15	4	6	0	0	.79	.79
Ballou	41	35	20	13	3	5	0	.53	.57
Cardozo	42	24	16	5	9	11	1	.50	.68
Dunbar	35	18	15	2	5	10	3	.56	.83
Eastern	35	27	16	10	5	3	1	.55	.59
McKinley	38	21	13	5	9	10	1	.46	.63
Spingarn	40	16	10	2	4	24	0	.28	.63
Woodson	34	22	17	3	3	11	0	.55	.79
TOTALS	290	181	122	44	44	74	6	.51	.67
OVERALL	590	414	307	87	79	100	17	.62	.74

	PARTICIPATION RATE (completes/total sample)	RAW RESPONSE RATE (completes/completes+refusals+CNC's)	ADJUSTED RESPONSE RATE (completes/total eligibles)
Ninth	.62	.73	.79
Tenth	.42	.51	.67
Total	.52	.62	.74

EXHIBIT II-4

SAMPLE DEMOGRAPHICS

	Total Sample	School Sample	Supplemental Sample
Number in Sample	387	307	80
	(%)	(%)	(%)
Age			
Less than 15.5	16	16	14
15.5 - 16.49	30	33	20
16.5 - 17.49	31	32	30
More than 17.5	22	19	36
Last Grade/Grade Equivalent			
Ninth	52	*60	21
Tenth	48	*40	79
Grade Deficiency			
0	70	x72	61
1	18	17	21
2	13	11	18
Currently in Public School			
% Yes	97	x99	89
Sold Drugs in Past Year			
% Yes	13	*10	24
Used Drugs in Past Year			
% Yes	11	*6	31
Criminal Activity in Past Year			
None	50	52	42
Property Only	21	22	18
Personal Only	10	9	11
Both Property & Personal	19	16	29
Arrested in Past Year			
% Yes	10	*7	19
% No	90	93	81

* $p < .05$
x $p < .10$

CHAPTER III

FINDINGS: PATTERNS OF SUBSTANCE USE

Introduction

A principal purpose of this work was to identify the patterns of substance use and delinquency among inner city males. Ninth and tenth graders were selected in order to investigate the changes in such behaviors that correspond to the changes in peer networks and self identity at an important transition point for adolescents--as one moves from being a senior at a junior high school to a freshman at a senior high school. Usually, this transition occurs when a student is between 13 and 15 years old. However, like many inner city schools systems, the District has a very high rate of holding students back. Ages of individuals in our sample ranged from just over 13 to just under 20 years old. Almost a third of the sample (36%) reported being held back at least one semester in elementary school or one year in junior high; 18% reported being held back two or more times. Thus, we ended up examining the transition of interest from ninth to tenth grade--but among an older sample of youth.

Exhibit III-1 presents the percentages of those in our sample who reported ever using each substance, the average number of uses in the past 12 months reported by the respondents, and the range of reported use in the past 12 months. The exhibit also shows the average age of first use.

As a result of the advanced age of the sample we expected to see relatively high levels of substance use. As can be seen in Exhibit III-1, this did not occur. Overall, only 18.2% of respondents reported ever having used an illicit drug and only 11.3% reported using such a substance in the past year.

As reported by respondents in our sample, experience with a variety of substances was not very high. The percentage reporting use of a particular substance does not differ dramatically from estimates developed for the school-based population in previous studies (e.g., The Urban League, 1986; Koba, 1987).

Smoking

Only 24% of the sample reported ever smoking cigarettes and only 25% of those who had smoked reported current use. Regardless of current smoking status, reported level of use was modest. More than eight of ten respondents who smoked noted that they smoked less than one-half pack of cigarettes a day.

Use of Alcohol

More than half (53%) of respondents reported ever having had alcoholic beverages to drink. This rate is somewhat less than that reported by other recent studies of the D.C. school-based (grades 7-12) population (e.g., Koba, 1987) which found that about two of three respondents (67%) had tried alcoholic beverages. However, the data were not different from the 56% of teenage respondents in two recent NIDA-sponsored household surveys who reported that they had used alcoholic beverages. Among those in our sample who had used alcoholic beverages, the majority drank them only on occasion (once or twice in the past year--62% of drinkers, 33% of the whole sample). Across all those who reported using alcohol, the average reported number of different times in the past 12 months they had drinks was about 20, or approximately twice a month. The average number of drinks was influenced upward by a small number of heavy drinkers in the sample.

Use of Marijuana

Marijuana was the next most frequently tried substance. Almost one of six respondents (16%) noted that they had ever tried marijuana. Levels of usage for those who reported using marijuana averaged about once a week (56.6 times in the past 12 months). The 16% figure is about half the rate reported by Koba in 1987 and about two thirds the rate reported by NIDA that same year. Two main reasons for this difference are apparent. First, the nation is currently witnessing a sharp downward trend in marijuana use. Part of this may be due to lower profit experienced by marijuana sellers as compared to other readily available drugs, the high cost of the drug to the purchaser, and a preference for more potent, inexpensive substitute drugs. Second, our sample may disproportionately represent youth who are yet uninvolved in drug use; those who we were not able to contact may have had higher levels of use.

In general, we believe that the major reason behind our observation of relatively low levels of marijuana use compared to that assessed two years ago (e.g., Koba, 1987) is the high price of the drug itself

on the inner city markets, especially compared to the readily available, higher profit, potent alternatives like PCP and crack. While self-selection bias may be present, comparisons of the court and police histories of participants and non participants were equivalent indicating that such a bias should be small.

Use of PCP and Cocaine

Phencyclediné (PCP) was the next most commonly reported substance used (10%), followed by cocaine (excluding crack)--5% and crack--4%. More than 7% of the sample reported using cocaine in one form or another. These data do not differ appreciably from that observed in District ninth and tenth graders previously (PCP--13%, Cocaine, all forms--7%; Koba, 1987). PCP was reportedly used on average about three times each month (36.4 times a year). Cocaine and crack were reportedly used on average less than once a month (7.5 and 8.9 times respectively). Again, the estimates of average use are heavily weighted by responses of the most frequent users.

Other Drugs

Other drugs show very little use among this population. Heroin was reported used by only 2% of the survey sample, and 1% reported use of each of narcotics other than heroin; amphetamines; barbiturates and tranquilizers; quaaludes; and nonprescription drugs to get high. At most, substance use among this group of drugs averaged once a week (e.g., barbiturates) and like the other frequency data is weighted heavily by one or two very frequent users (i.e., one youth reported using barbiturates and tranquilizers 150 times in the past year).

Average Age of First Use

Exhibit III-1 also shows the average age of onset of drug usage. For the most commonly used substances other than cigarettes (i.e., alcohol, marijuana, PCP, crack and cocaine) the average age of onset was between the ages of 13 and 14. Within the groups using these "popular" substances there were a handful of individuals who first used at about eight years of age. Very early users of the less "popular" drugs (heroin, amphetamines, barbiturates, etc.) brought down the mean age of first use of these substances generally to between 8 and 12 years of age.

Relationship Between Usage, Age, and Grade

We examined the relationship between substance use, age and grade. These data are presented in Exhibit III-2, and demonstrate a dramatic increase in experience with almost every one of the fourteen substances asked about as a function of increasing age. Our comparisons of respondents' grades (or grade equivalent based upon their age for those not currently in school) revealed an identical pattern--more advanced youth, having had greater opportunity and exposure to various substances, did indeed experiment with drugs.

Frequency of Use

Exhibit III-3 presents the frequency of substance use reported by the sample as a function of respondent age. As indicated earlier, while older respondents were more likely than their younger counterparts to report using each of the fourteen substances in the past year, they were not always the most frequent users. Youth between the ages of 15.5 and 16.5 reporting ever using the drugs marijuana, PCP or crack were the most frequent current users, while the oldest group of respondents (more than 17.5 years old) reported most frequent use of alcohol. This oldest age group was also the only group to report using hallucinogens, heroin, narcotics other than heroin, amphetamines, tranquilizers/barbiturates, quaaludes, or inhalants.

While some of the mean frequencies of use reported are based on very small sample sizes, the pattern of data observed is not unusual. In Washington, D.C. the most popular and accessible illicit drugs seem to be marijuana, cocaine (in all of its forms), and PCP (cf., Reuter, Haaga, Murphy & Praskac, 1988). Nationally, youth using harder drugs will usually begin with alcohol and marijuana, progressing to other drugs as they get older and more experienced. This is the pattern shown in the data. While younger users are more heavily into marijuana, crack and PCP, the older users have developed yet more diverse tastes.

Summary data on usage is often either too drug specific to be helpful in providing a broad perspective on overall levels of drug use, or is based on small samples which readily skew extreme values. Much drug research focuses primarily on the most potentially destructive or psychoactive substance as a means of categorizing users or for calculating levels of abuse. Other research looks at total use across substances, thereby treating someone using marijuana twice a week just as they treat an individual using crack on the same regimen. Use of median values does not improve the picture greatly. In order to obtain a

broad view of the level and severity of drug use, we developed a simple drug weighting scheme which takes into account both the intensity of the drug's effects as well as its legal status. While the weights used are arbitrary, they do provide data arranged on a usable metric of substance use.

Within this scheme, alcohol was given a weight of "1." It is readily obtainable and a licit substance for individual use once an accepted chronological age is reached (though none of the individuals in the sample had reached 21 years of age, the age at which it is now legal to drink alcoholic beverages in the District). Marijuana, another "gateway drug," was given a weight of "2." Although it is classified as an illicit substance, its effects on an individual's level of cognitive and behavioral functioning are minor compared to other illicit substances. Potentially licit substances including those that could be obtained with a prescription or purchased over the counter (amphetamines, barbiturates, tranquilizers, and nonprescription medications), but whose effects can be substantial were given a weight of "3." Other illicit substances (cocaine, crack, heroin, other narcotics) were given a weight of "4."

Data displaying weighted levels of use are presented in Exhibit III-4, and are consistent with those described previously. (See Exhibits III-2 and III-3.) The youngest cohort (less than 15.5 years of age) were most likely to have tried only "lighter drugs" (M=6.2). The oldest group (over 17.5) have tried the most heavily weighted drugs.

When weights were used as multipliers of the frequency of reported drug use in the last year we see the same general ordering of level of use. The youngest age group reported substantially less use (weighted average=194.7) on this indicator than any other group. Respondents in the 15.5-16.5 age bracket reported relatively high levels of weighted substance use in the past year (M=308.3). The oldest group of respondents reported the greatest level of use (M=374.0).

EXHIBIT III-1

LEVEL OF SUBSTANCE USE (EVER) IN THE STUDY SAMPLE (N=387)

SUBSTANCE	Ever Used	Average # Uses* in Past Year Mean & (Range)	Average Age of First Use** (Mean)
Cigarettes			
Previously	18%	84% less than 1/2 pack a day	12.3
Currently	6%	16% between 1/2-1 pack a day	
Alcohol			
Once in a while	33%	19.8 (0-120)	13.5
More Frequently	20%		
Marijuana	16%	56.6 (0-720)	13.0
Hallucinogens	<1%	4.0 (0-8)	9.5
PCP	10%	36.4 (0-720)	14.0
Cocaine (excluding crack)	5%	7.5 (0-48)	14.2
Crack	4%	8.9 (0-40)	13.6
Heroin	2%	13.0 (6-25)	12.7
Other Narcotics	1%	3.7 (1-8)	11.7
Amphetamines	1%	7.0 (0-20)	9.0
Barbiturates & Tranquilizers	1%	44.5 (0-150)	8.8
Quaaludes	1%	52.7 (0-150)	8.8
Inhalants	<1%	NA	8.0
Non Prescription Drugs to get High	1%	11.7 (8-17)	8.6

* Users Only
** For alcohol, first intoxication

EXHIBIT III-2

PERCENTAGE OF SUBSTANCE USE (EVER) BY AGE AND GRADE

		AGE				GRADE EQUIV.	
	Total	Less Than 15.5	15.5-16.49	16.5-17.49	Greater Than 17.5	9th	10th
Number in Sample	387	61	118	121	87	200	187
SUBSTANCE	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Cigarettes	24	4	19	30	39	18	32
Alcohol	53	42	52	53	62	47	70
Marijuana	16	5	8	17	31	8	24
Hallucinogens	<1	0	0	0	1	0	1
PCP	10	3	3	11	21	3	17
Cocaine (excluding crack)	5	3	2	3	13	1	10
Crack	4	3	2	2	8	2	6
Heroin	1	0	0	0	2	0	1
Other narcotics	1	0	1	0	1	1	1
Amphetamines	1	0	0	0	3	0	2
Tranquilizers & Barbiturates	1	0	0	0	3	0	2
Quaaludes	1	0	0	0	3	0	2
Inhalants	<1	0	0	0	<1	0	<1
Non-Prescription Drugs to Get High	1	2	1	0	1	0	2

EXHIBIT III-3

AVERAGE NUMBER OF TIMES SUBSTANCE USED IN PAST YEAR BY AGE OF USER

			AGE			
		Total	Less Than 15.5	15.5-16.49	16.5-17.49	Greater Than 17.5
Total Number in Sample		387	61	118	121	87
SUBSTANCE						
Alcohol	N	204	26	61	63	54
	Avg.	19.8	9.6	12.8	21.8	30.2
Marijuana	N	60	3	10	20	27
	Avg.	56.3	25.0	80.8	51.5	54.3
Hallucinogens	N	1	0	0	0	1
	Avg.	8.0	0	0	0	8
PCP	N	30	2	4	10	14
	Avg.	43.7	8	78.2	9.1	63.7
Cocaine (excluding crack)	N	16	2	2	4	8
	Avg.	7.5	11.5	3.5	7.5	10.4
Crack	N	15	2	2	3	6
	Avg.	9.0	16.0	16.0	5.7	10.7
Heroin	N	3	0	0	0	3
	Avg.	13.0	0	0	0	13
Other Narcotics	N	3	0	1	0	2
	Avg.	3.7	0	1.0	0	5.0
Amphetamines	N	2	0	0	0	2
	Avg.	14.0	0	0	0	14.0
Tranzilizers & Barbiturates	N	3	0	0	0	3
	Avg.	59.3	0	0	0	59.3
Quaaludes	N	2	0	0	0	2
	Avg.	79.0	0	0	0	79.0
Inhalants	N	1	0	0	0	1
	Avg.	8.0	0	0	0	8.0
Non-prescription Drugs To Get High	N	3	1	1	0	1
	Avg.	11.7	10	17	0	8.0

EXHIBIT III-4

WEIGHTED USE OF DRUGS EVER USED AND IN PAST YEAR BY AGE

		AGE			
	Total	Less Than 15.5	15.5-16.49	16.5-17.49	Greater Than 17.5
Number in Sample	387	61	118	121	87
Sum of Weighted Drugs Ever Used					
Percent of Sample	16.5%	4.9%	10.2%	18.2%	31.0%
Mean	8.7	**6.2[a]	12.3[b]	7.1[a]	10.8[a,b]
Weighted Sum of Drugs Used in the Past Year Times the Frequency They Were Used					
Mean	284.3	194.7[a]	308.3[b]	173.4[a]	374.0[b]

In both measures above the weights for drugs employed were:
- alcohol = 1
- marijuana = 2
- licit drugs (barbiturates, amphetamines) = 3
- illicit others = 4

In the Ever Used Drugs measure, the scores represent the sum of the weights for the drugs ever used, in the Drugs Used in the Past Year, the scores represent the weights of the drugs used multiplied by the number of different times used in the past year.

x p<.10 for overall ANOVA
* p<.05 " " "
** p<.01 " " "

Matching superscript letters indicate no mean difference (p>.05) as determined by a Neuman-Keul (SNK) post hoc analysis. Different superscript letters indicate significantly different (p<.05) mean contrast by SNK.

CHAPTER IV

DRUG USE AND SELF-REPORTED DELINQUENT BEHAVIOR

Introduction

One of the primary objectives of this study was to delineate those factors that tend to discriminate between youth involved in drugs and/or crime and those who have had no involvement with drugs and/or crime. Central to the analysis is determining the extent and nature of the linkage between drugs and criminal activity.

One of the most often discussed set of issues in the debate about the connection between drugs and crime is the temporal ordering between the two and the role that causality may play. Because of its importance in the emerging profile of delinquent activity among inner city juveniles, we paid special attention to respondents' involvement in the sale and use of illicit substances.

Data collected from respondents concerning their self-reported delinquency during the past year included: age of onset; whether arrested; whether the crimes were committed while on drugs or as a means to obtain drugs or to obtain money to purchase drugs; sequencing of involvement in drug use and criminal activity; and physical victimization experienced. These data allowed us to explore the drug-crime relationship in considerable detail. The following discussion is organized around six major topics:

- Prevalence of self-reported delinquency;
- Relationship between drug use, drug sales and criminal activities;
- Arrest and delinquency;
- Instrumentality of drugs to crime commission;
- Drug trafficking;
- Sequencing of drug use and delinquent activity; and
- Victimization as it relates to drug use, drug sales, and other criminal activities.

Prevalence of Self-Reported Delinquency

Respondents were asked whether they had ever engaged in each of fifteen types of delinquent activity. Overall, 61% of respondents reported ever having committed a crime. Half of the study sample (50%) reported committing some form of crime in the past year.

As Exhibit IV-1 indicates, 28% admitted that they had at some point in the past carried a concealed weapon. This was the largest percentage of youth in the sample as a whole who reported having committed any single delinquent act. In general, this pattern held in each of the four age groupings and for both ninth and tenth graders in the sample. At the same time, the oldest respondents (17-1/2 and older) were significantly more likely than youth under the age of 16-1/2 to admit carrying a concealed weapon (38% versus 21%-22%).

The second most common delinquent act committed by the sampled youth was being part of a group that attacked or threatened an individual (23%). Compared to the three categories of older youths, there was less of a tendency for the youngest respondents (less than 15-1/2) to engage in this form of delinquency (13% versus 23%, 26%, and 24%). The next most common crimes in which the sample engaged were vandalism and dealing in stolen goods (17% reported committing each). No consistent differences emerged by age or grade in terms of vandalism, but older youth were more likely than younger youth to deal in stolen goods with the oldest respondents four times more likely than the youngest youth to deal in stolen goods.

Sixteen percent of the sample (16%) admitted to ever selling drugs. Dealing was significantly more prevalent among the oldest youth in the sample (31% of the oldest youth as compared to 5% and 8% of the two youngest groupings--under 15-1/2 and 15-1/2 to under 16-1/2).

Individually attacking another youth which resulted in injuries to that youth requiring the care of a doctor, assaulting an adult, and using a weapon to threaten someone were acknowledged by 13%, 11% and 11% of the sample, respectively. The data show that there is a general trend for older youth as compared to the youngest youth to engage in each of these three crimes.

In short, as compared to the youngest youth in the sample (less than 15-1/2), the oldest youth 17-1/2 and older) were significantly more likely to sell drugs, deal in stolen goods, individually attack and injure

another youth, carry a concealed weapon, and make unlawful use of a motor vehicle. It is important to keep in mind, however, that the percentage of the oldest youth who committed any one of these crimes never exceeded 38%, indicating that even among the most prevalent crime committed by youth 17-1/2 and older--carrying a concealed weapon--six out of ten of these youth never engaged in such misconduct. Similarly, in looking at the sample as a whole, even though the most common crime committed was carrying a concealed weapon, 7 out of 10 youth acknowledged never engaging in such activity. On the other hand, in terms of the most violent crimes, 5% of the sample admitted to shooting, stabbing, or killing someone at some point in the past.

Relationship Between Drug Use, Drug Sales and Other Criminal Activities

Crime Prevalence and Incidence of Level of Drug Use and Trafficking

A critical and controversial issue that repeatedly emerges in discussions about delinquency is the extent and nature of the relationship between delinquency and drugs. Exhibit IV-2 begins to unravel this often vexing question. Focusing on drug usage first, as compared to nonusers, the sampled youth who were the heaviest drug users were significantly more likely to commit burglary, deal in stolen goods, drive a motor vehicle while under the influence, and carry a concealed weapon. Not only were the heaviest users significantly more likely than nonusers to engage in these delinquent behaviors, but they were also engaging in them more frequently. While there was a tendency for the heaviest users to commit crimes against persons (i.e., be part of a group that attacked or threatened someone, individually attack and injure another youth, commit robbery, and to shoot, stab or kill someone), these relationships did not approach statistical significance.

The data therefore suggest that while heaviest users were significantly more likely than nonusers to commit several kinds of property crime, they were not significantly more likely than nonusers to commit crimes against persons. There was a general tendency for nonusers to be more likely than the heaviest drug users to assault adults. There were no differences evident between the two groups with respect to breaking and entering, vandalism, and sexual assaults. In short, with regard to the connection between delinquency and drug usage, the findings are mixed and fail to support a clear and consistent connection.

A distinctly different pattern emerged, however, when we compared nonsellers and sellers. For example, as compared to nonsellers, youth engaged in the most frequent drug selling were significantly

more likely to use a weapon to threaten someone, commit robbery, deal in stolen goods, individually attack and injure another youth, carry a concealed weapon, be part of a group that attacked or threatened someone, and commit burglary. Moreover, except for burglary, frequent sellers also engaged in these crimes with greater frequency than nonsellers. In addition, youth engaged in more moderate levels of selling were significantly more likely than nonsellers to make unlawful use of a motor vehicle, commit vandalism, and assault an adult. In no instance were nonsellers more likely to engage in any form of delinquency than any level of drug dealer. Relative to users and nonusers, it thus appears from the data that there is a much more consistent connection between delinquency and drugs when drug sellers and nonsellers are compared.

Crimes Committed by Involvement with Drugs

Exhibit IV-3 separates those youths who neither used nor sold drugs, only used drugs, only sold drugs, and both used and sold drugs for 15 different kinds of self-reported crime. The general pattern observed is one in which those youth who used and sold are similar in their delinquent activity to those youth who only sold drugs. The involvement in selling drugs may be the key here. For example, 67% of those who used and sold and 71% of those who only sold carried concealed weapons; 27% and 29% respectively have individually attacked and injured another youth; and 33% and 17% (a nonsignificant difference) respectively committed robbery. Consistently lower in their delinquent activity (i.e., prevalence) were those youth who neither used nor sold drugs, closely followed by those who only used drugs. For example, 21% of those who neither used nor sold and 31% who only used carried a concealed weapon; 9% and 14% respectively have individually attacked and injured another youth; and 6% and 7% respectively have committed robbery.

It is important to note that even though the proportion of youth involved in delinquency was smaller among those who used but not sold drugs than the group who sold but did not use drugs, the former were notable in that they tended to commit particular crimes in greater numbers (i.e., incidence) than the group that only sold drugs. For example, although 31% of those only using drugs and 48% of those only selling drugs dealt in stolen goods, the former committed this crime an average of 37.9 times during the past year, while the latter committed this crime an average of 17.9 times. In terms of prevalence, however, most of the differences are between those who sold drugs (i.e., both those who only sold drugs and those who used and sold drugs) compared to youth who did not sell drugs (i.e., both those who only used drugs and those who neither used nor sold). The clear implication from the data is that the prevalence of delinquency was associated with the selling of drugs, whether the trafficking involved youth who only sold or both sold and

used drugs. Youth who only used drugs had lower prevalence of crimes, but still significantly more than those youth who neither used nor sold drugs.

Exhibit IV-4 presents data on the average number of crimes against persons and property by level of drug use in the last year and the severity of these crimes by level of drug usage. Confirming what we saw in Exhibit IV-2, crimes against property increased significantly as level of drug use increased. In addition, reported crimes against persons increased as drug use increased. The heaviest drug users were also committing more serious crimes against persons than light users or nonusers. The net effect is that the drug users, especially the heaviest users were committing significantly more crimes and more severe crimes over the past year than nonusers.

Exhibit IV-5 shows that youth committing both property and personal crimes were involved in more serious crimes and particularly in more serious crimes against persons than youth only committing crimes against persons. They were also more involved in a greater number of more serious property crimes than youth who only committed crimes against property. Overall, youth committing both property and personal crimes appear to pose a substantially greater level of risk than any other group of respondents. Of special interest to this study is that level of crime (and crime group category) is related to drug involvement. These data are described next.

Relation Between Types of Crime Committed and Drug Selling and Use

When examining the relationship between crime and drug selling and using (shown in Exhibit IV-6), we see that almost 40% of the self-reported juvenile offenders who had committed both crimes against persons and property engaged in drug sales while only 15% of delinquents who only committed crimes against persons and 10% who only committed property crimes were involved in drug dealing. Three percent (3%) of youth not involved in other crime commission sold drugs during the past year. Thus, these data indicate that drug dealing is more concentrated among juveniles who committed both crimes against persons and property than among young people who committed crimes against persons or crimes against property or who were not involved in crime. Put differently, self-reported juvenile offenders who had committed both personal and property crimes were 2-1/2 times more likely to be involved in drug selling than delinquents who only committed crimes against persons and almost four times as likely to deal drugs as youth who had reported only committing property crimes. At the same time, only 26% of the self-reported

juvenile offenders were involved in drug dealing (50 drug sellers out of 192 juveniles with self-reported offenses).

Looking at the data somewhat differently, we see that more than half (56%) of the drug selling youth we interviewed committed both personal and property crimes and one-quarter were involved in crimes against persons. Just 8% of juveniles involved in drug dealing had only committed property crimes, while 12% engaged in no self-reported delinquent activity at all. In short, most of the interviewed juveniles who sold drugs (88%) had some involvement in delinquency--frequently committing both crimes against persons and property--and dealing was concentrated more among youth who committed both kinds of crime than among juveniles who committed only one type of crime. The point highlighted by these data is that while more than four out of five youth selling drugs had some self-reported crime involvement, a relatively small proportion of crime involved youth actually engaged in drug selling (26%). Also, youth selling drugs were more concentrated among those committing both crimes against persons and property than among those who only committing only crimes against persons or property.

Exhibit IV-7 presents additional data on the proportion of drug users and sellers in each of the four crime categories--no criminal involvement, property crimes only, personal crimes only, and both property and personal crimes. As shown, the heaviest drug users were disproportionately represented among those involved in property crime over the past year--16% of property only and 18% of both personal and property crimes. Light users comprised 5% and 7% of these two groups, respectively. Thus, 21% of those committing only property crimes and 25% of those committing both property and personal crimes in the past year had also used drugs during the last year. Drug users comprised only 7% of youth uninvolved in crime and 6% of youth committing only crimes against persons.

In contrast to drug users, drug sellers were more likely to be found among those committing personal crimes in the past year. Overall, 15% of those committing only crimes against persons and 39% of those committing both crimes against persons and property in the past year had also sold drugs over this time period. Frequent sellers comprised 11% of the group committing only crimes against persons and 24% of the group committing both types of crime. Infrequent sellers comprised only 4% and 15% of these two respective groups. Overall, drug sellers comprised only 3% of youth who were not involved in any crime and 10% of youth were involved only in crimes against property in the past year.

When we reviewed the joint relationship of youth involvement in drug use and sales with other criminal activities, we saw even more clearly the differential pattern of crime involvement of drug users and sellers. Youth who used but did not sell drugs were most heavily represented among youth committing property crimes (16%), followed by property and personal crimes (11%). Youth selling but not using drugs were most heavily represented among those committing both property and personal crimes in the past year (25%), followed by personal crimes (12%). Those both using and selling drugs were distributed more like users, having their heaviest representation among youth committing both personal and property crimes (14%) and among those committing only property crimes (5%). These data dovetail with earlier findings concerning the specific crimes in which users and sellers engaged.

In summary, analysis of the composition of the four derived crime categories shed light on who is involved in the types of crime examined. Again, we see that users were more likely to have been involved in property crimes than were sellers and that sellers were more likely to have committed crimes against persons than were drug users. When we couple this finding with our observation that heaviest users and most frequent sellers participated in committing more serious crimes in each crime category and a greater number of crimes than other drug involved youth, we begin to see a clear dynamic emerge. In general, we see that drug sellers engaged frequently in crimes against persons and that users committed greater numbers of property crimes, including burglaries.

Still, while drug involved youth (either using or selling) may account for the most frequent commission of some of the most egregious crimes, they did not represent the majority of youth involved in crime. This is because only 20% of the total sample were involved in drugs. Fully 50% of the youth having no drug involvement in the past year were involved in criminal activity. These youth comprised 73% of those committing only property crimes, 82% of those committing only crimes against persons, and 50% of those committing both crimes against persons and property. Still, despite the lower prevalence of drug users and sellers compared to those not involved in drug usage among those comitting crime, higher proportions of drug involved youth actually committed crimes, and the incidence of crime commission and severity of crimes committed among drug involved youth was substantially greater than that observed for uninvolved youth.

Involvement in Drugs and Crime

As we examine in greater detail in Exhibit IV-8 the relationship between drug involvement--separating users, sellers, and youth who both use and sell--and self-reported delinquency grouped by type of crime, we find additional evidence of the existence of the pattern we noted earlier. Particularly for offenders who committed both crimes against persons and property, we see a clear progression in drug involvement, where 12% of the nonusers committed both kinds of offenses compared to 28% of those who used but did not sell drugs, 51% of those selling but not using, and 67% of those who both used and sold drugs. The picture was more mixed when we looked at offenders who committed only crimes against persons or only crimes against property. The heaviest concentration of offenders who committed only crimes against persons (29%) was among the sell only youths, followed by the nondrug involved youth (22%). The largest concentration of offenders who committed only property crimes was among the use only youths (21%), followed by the youths who both use and sell (13%).

The highest percentage of offenders committing both crimes against persons and property occurred for the heavy drug users (48%), followed by light drug users (29%), and the nonusers (16%). A similar pattern is evident for the offenders who only committed property crimes. Heavy users were almost three times as likely as nonusers to engage in such crimes. The pattern is totally reversed when it comes to crimes against persons. Nonusers were more than three times as likely as heavy users to engage only in crimes against persons.

Arrest and Delinquency

Each interviewed youth who admitted to committing a crime during the past year was asked whether he had been arrested at least once for the crime during the past year. An examination of Exhibit IV-9 reveals that the two crimes associated with the greatest likelihood of arrest was drug possession and drug selling. Thirty percent (30%) of the sample admitting drug possession in the past year (for use, trafficking, or both) said they had been arrested in the past year (for use, trafficking, or both), indicating clearly that a large majority of interviewed juvenile drug users and sellers (70%) escaped detection and arrest. When youth who only sold but had not used drugs were asked about arrests, 30% of them reported having been arrested.

The crime that produced the next highest rate of arrest was unlawful use of a motor vehicle; 28% of these youth were arrested for this type of delinquency. One-quarter of the youths admitting to breaking and entering; 16% of those having reported shooting stabbing or killing someone; and 12% having driven motor vehicles under the the influence were arrested.

These data show quite clearly that most of the self-reported delinquency among the interviewed youth did not lead to arrest. This finding strongly suggests that any crime fighting strategy built on the likelihood of detection and arrest to achieve deterrence may need to go a long way to change the odds of arrest before it could show much of an impact on delinquent behavior. Moreover, arrest data say nothing about actual crime commission so that an increase in the number of arrests does not necessarily mean that the chances of arrest have also risen. For example, if the number of perpetrators increases at the same level that arrests go up, than the chances of being arrested may remain unchanged. Moreover, other issues must be considered when discussing the cost and efficacy of a deterrence strategy. These pertain to such questions as what price we are willing to pay as a society--both in terms of cost and legal rights--to obtain increases in the probability of detecting and arresting offenders?

Instrumentality of Drugs to Crime Commission

Commission of Crimes While Using Drugs

Youth who committed each of 15 different types of crime over the past year were also asked if any of the times they committed the crime they had been using drugs, and whether they ever committed crime in order to obtain drugs or to get money to buy drugs.

Exhibit IV-10 shows that the crimes (ever) committed the most by offenders on drugs were driving under the influence (75%), burglary (32%), selling drugs (21%), dealing in stolen goods (15%), use of a weapon to threaten someone (15%), and shooting, stabbing or killing someone (11%). Except for driving under the influence, a majority of the offenders indicated that they had never committed their crimes(s) while on drugs.

Commission of Crimes to Obtain Drugs or to Get Money to Buy Drugs

With respect to crime commission in order to obtain drugs, the crime committed the most for this purpose was selling drugs (30%), followed by burglary (24%), robbery (19%), dealing in stolen goods (17%), using a weapon to threaten someone (13%), shooting, stabbing or killing someone (11%), and driving under the influence (11%). Once again, while the prevalence of crime committed to obtain drugs directly or indirectly was far from minor, in no case did a majority of the offenders say they committed their crimes in order to get drugs. On the other hand, it should be noted that the unit of analysis here is the offender, not the crime. Undoubtedly, some of the offenders committed these crimes to obtain drugs more than once.

Drug Trafficking

As a special point of interest, we looked closely at the characteristics of drug traffickers, as well as the relationship between trafficking and use and trafficking and commission of other crimes. The data are presented below.

The Relationship Between Drug Use and Sales

We separately examined the relationship between drug use and drug selling. As shown in Exhibit IV-11, youngsters whose drug usage over the past year was heaviest were also significantly more likely to engage in some drug sales than youths who were either light drug users or nonusers. The heavy drug users were more than twice as likely as the light users to engage in drug dealing. At the same time, however, it is important to keep in mind that most of the heavy drug users (56%) had not dealt at all over the past year.

Similarly, the data in Exhibit IV-12 indicate that youth engaged most frequently in dealing were significantly more likely than nondealers and marginally more likely than the infrequent dealers to use drugs heavily. Thus, even though most frequent drug dealers (63%) did not report using drugs themselves, the frequent juvenile drug dealers were at greater risk for heavy drug use than were infrequent sellers or nonsellers.

Given these data, it may seem that the relationship between drug use and sales is quite clear; yet, there exists significant nonoverlap between the two. For example, most drug sellers (63% of the frequent sellers

and 70% of all sellers) did not report using drugs themselves. Similarly, 66% of drug users did not report selling drugs in the past year.

Drug Trafficking by Age

What part does age play in drug trafficking and usage? As shown in Exhibit IV-13, 80% of the interviewed youth who had sold drugs in the past year were 16-1/2 or older. In addition, drug dealing was more concentrated among the youth who were 16-1/2 (17% of this age group sold drugs) and older (23% sold). Still, the vast majority of youth over 16-1/2 years of age (4 out of 5) had not sold drugs over the last year.

The data in Exhibit IV-11 focuses on the relationship between age and whether or not youth used or sold drugs. Youth over 17-1/2 were significantly more likely than all other youth to use drugs. Similarly, the oldest youth were more likely to sell drugs. The overall pattern is one in which the older the youth, the greater the likelihood of both using and selling drugs.

Sequencing of Drug Use and Delinquent Behavior

Age of Onset of Drug Use and Delinquency

Interviewed youth who acknowledged using alcohol and each of twelve different drugs in the past year were asked at what age they first used the drug(s). Our findings are summarized in Exhibit IV-14. Those few youths who used inhalants, non-prescription drugs to get high, methaquaalone, tranquilizers and barbituates, or amphetamines said, on average, that they first used the drug(s) at 9 years old or younger. Moreover, all of these youths were classified as being among the heaviest users during the last year. Youth using marijuana had an average age of onset of 13, while crack and PCP users started using these drugs at a slightly older age (13.6 and 14.0 respectively). Cocaine use, exclusive of crack, was first used, on average, at 14.2 years old.

The heaviest users tended to consistently report the earliest average age of onset. This occurred in spite of the fact that the heaviest users tended to be somewhat older than other youth. Among the heaviest users during the last year, PCP use began at 13.4 years old, while lighter drug users who had taken PCP started at a slightly older age (14.9). Youths who had not used drugs during the last year, but had used

drugs at some point earlier, had an average age of onset for PCP of 15.8, suggesting that these youths were older and that they had stopped, possibly having only tried PCP once or twice. The heaviest drug users who had used crack had an average age of onset of 13.4 while lighter users involved to some degree with crack had an average age of onset with the drug of 16.0.

Exhibit IV-14 also contains data on youth who committed crimes in the past year by the age of which they first used twelve different drugs. The data show that the youngest age of onset for most drugs occurred for those who reported only committing property offenses. Youth who committed both crimes against persons and property over the past year started their drug use at a slightly older age than the youth who committed only property offenses. These data reflect the relatively high proportion of the heaviest drug users in these groups (22% of those that committed property crimes only and 48% of those that reported both property and personal crimes).

Youth committing both crimes against persons and property were more likely to start using PCP at an earlier age than any other category of juvenile. By contrast, youth who only committed property crimes over the last year started using crack at an earlier age (10.7) than youth who committed both crimes against persons and property (13.5). Curiously, youth who remained crime free during the last year started using PCP at an earlier age than did youth who only committed crimes against persons.

Exhibit IV-15 presents data on the role that age plays in delinquency and in the delinquency-drug use connection. Youth who ever committed each of fifteen different crimes were asked how old they were when they first committed the crime. As the data show, the average age of onset of youths who engaged in breaking and entering was 13. Among the aggregate sample, 13 was the youngest average age of onset among all the designated crimes. When we look at these data as a function of level of drug use, we see that the heaviest users, despite the fact that they were older than others, generally reported the earliest age of onset for delinquency. Among this group, the earliest age of onset reported was for shooting, stabbing or killing someone (10.7), followed by vandalism (11.6), use of a weapon to threaten someone (11.7), robbery (11.8), and carrying a concealed weapon (12.4).

For light users who over the last year committed crime(s), the earliest age of onset was for dealing in stolen goods (12.5), followed by individually attacking and injuring another youth (12.7), carrying a concealed weapon (13.6), and being part of a group that attacked or threatened someone (14.0). Among nonusers who committed each of the crimes over the last year, the youngest age of onset was for breaking

and entering (12.8), followed by vandalism (13.3), robbery (13.5), burglary (13.8), and carrying a concealed weapon (14.3).

In eight out of thirteen crime types, the heaviest users in comparison to users and nonusers were, on average, more likely to have an earlier age of onset. Most of these acts were crimes against persons. By contrast, in four out of fourteen categories relative to lighter and heavier users, the nonusers who committed crimes over the last year were, on average, more likely to have an earlier age of onset--mainly property crimes.

In short, the data in Exhibit IV-15 seem to suggest that early age of onset of crime commission (mostly crimes against persons) could be considered as an early warning signal or risk factor for youth who may use drugs heavily later.

One purpose in reviewing age of onset in terms of both crime commission and drug use was to attempt to look at drug-crime sequencing. A quick look at these tables would seem to indicate that drug use preceded criminal activity. Age of onset for drug use ranged from 8.0 and 13.0 (see Exhibit IV-14), whereas initial criminal activities show age of onset beginning at 13.0 and ranging up to 16.6 years of age (see Exhibit IV-15).

However, drug use onset data (excluding alcohol) reflects ages for only a small proportion of the sample (about 18% of the sample). Further, the early age of onset is heavily weighted by the presence of a small group of youth who began drug usage very early in life. In contrast, approximately 61% of the sample reported ever having committed a crime, and 50% reported some delinquent activity within the past year.

A possible solution to this lack of comparability between the two bases was to analyze data on the self-reported sequencing of drug use and criminal activity. Exhibit IV-16 presents data on youth responses to a question as to whether their criminal activity occurred before, after, or at the same time they began using drugs. Some form of delinquency preceded actual drug usage for 6% of the respondents. However, 40% of the youths committed crime without ever having used drugs. As a result, for 46% of the interviewed juveniles, either crime preceded drug use or drug use was never involved; the illegal behavior of these youngsters is therefore not connected to prior drug use. By contrast, 5% of the sample said they had started using drugs before committing crime and another 5% admitted only using drugs and never committing crime. In this situation then, for only 5% of the cases could drug usage theoretically have been the reason

the youth started criminal activity. Finally, 3% of the juveniles indicated that drug use and delinquency started about the same time and 39% reported never doing drugs or committing crime.

In short, for the sample as a whole the data suggest that drug usage could only have been a causal or contributing factor in the onset of criminal activity in 8% of the cases. If we exclude the 39% of the sample who never did crime or drugs, then out of the 228 remaining respondents, only 14% could have had prior drug use contribute to the onset of their delinquency, while 15% could have had prior delinquency contribute to their onset of their drug usage.

Exhibit IV-17 examines the relationship between drug-crime sequencing and drug involvement, as well as the relationship between drug-crime sequencing and self-reported delinquency. Among respondents who both used and sold drugs in the past year, 47% indicated doing drugs prior to their involvement in crime. This group of youths who both used and sold drugs were almost 3-1/2 times more likely to have done drugs before being involved in crime than the use-only youths (14%) and almost 8 times more likely to have done drugs prior to crime than those youth who only sold drugs in the past year but used at some earlier period in their lives (6%). Forty-five percent of youths who during the last year only used drugs said they had never committed a crime.

Twenty-seven percent of the respondents who both used and sold drugs, and 21% of the youths who only used drugs in the past year, indicated they had committed crime at some point prior to starting their drug usage. Eighty-six percent of the youth who only sold drugs over the past year indicated they had committed crime at some point earlier in their lives, but had never actually used drugs themselves. Among the youths who both used and sold drugs, almost half (47%) did drugs first, 27% got involved in drugs and crime at about the same time, and 27% committed crime before starting to use drugs. By contrast, among the users only, almost half (45%) did drugs and no crime, 21% got involved in crime first, and 21% started using drugs and engaging in crime at about the same time.

In terms of youth who self reported delinquent acts in the past year, it was more common for respondents who committed both crimes against persons and property not to do drugs at all (58%) than to have either committed crime first (15%) or used drugs first (14%). A similar pattern can be seen for youths who committed property crimes only or crimes against persons only. Specifically, 54% of the former and 73% of the latter did not report any drug usage taking place.

The implication from these data is that, in general, delinquency is much more prevalent than drug use. At the same time, some form of delinquency preceded the onset of drug usage for 27% of the youth who both used and sold drugs. The corresponding figure for the youth who used but did not sell drugs was 21%. By contrast, 47% of the youth who both used and sold drugs said that they had started using drugs before the onset of delinquent activity, and another 27% of these youth indicated that they began using drugs and committing crime at about the same time. For youth who both used and sold drugs, almost three quarters of the cases indicated that drugs may have been related to their onset of delinquency. Though there are a small number of youth in total who both sold and used drugs (N=15) and temporal ordering does not establish causality, the finding suggests that drug use among youngsters who also sell is a risk factor related to subsequent delinquency. For youth who used but did not sell drugs, the drugs may have been related to the onset of delinquency in only one out of three instances. Among those youth who sold but did not use drugs in the past year, the vast majority (86) reported never having used drugs themselves.

Victimization as It Relates to Drug Use, Drug Sales, and Other Criminal Activities

Youth were asked whether they had ever been physically victimized in any of the following five ways: (1) having been attacked, threatened or robbed by someone with a weapon; (2) needing medical attention because of injuries sustained from a beating; (3) being badly beaten up by a nonhousehold member; (4) being badly beaten up by a household member, or (5) being the victim or attempted victim of sexual molestation.

As shown in Exhibit IV-18, the most common form of victimization experienced by the interviewed youths was being attacked, threatened, or robbed by someone using a weapon (27%). This form of victimization was significantly more prevalent among youth 17-1/2 and older than any of the younger respondents. Over 40% of the oldest youths interviewed indicated that they had been victimized in this way, which was about twice that of younger respondents (20%). The next most common form of victimization was being badly beaten up by a nonhousehold member (12% of the sample), followed by the 9% of the sample that indicated they required medical attention because of injuries sustained from a beating. In both of these instances, there was a general tendency for victimization to be more prevalent among the oldest rather than the youngest youths. Overall, 3% of the sample acknowledged having been either sexually molested or the victim of an attempted molestation. Again, there was a slight tendency for older rather than younger respondents to report this.

Exhibit IV-19 examines the extent of victimization in relation to drug use, involvement in drug use and sales, and delinquent activity. The data reveal a number of striking patterns. As compared to nondrug-involved juveniles, (1) drug users were more likely to have been victimized, particularly the heavy users, (2) drug sellers were likely victims, particularly the frequent sellers, (3) juveniles who both used and sold drugs were exceptionally vulnerable, and (4) youth who reported committing both crimes against persons and property were likely victims, followed by youth who only committed crimes against persons.

Compared to nonusers, the light and heavy drug using juveniles were victimized more in four out of five categories. While the most common type of victimization experienced by nonusers, as well as light and heavy users, was being attacked or robbed by a person with a weapon, heavy users were 1-1/2 more times likely than nonusers to have been victimized in this way. More specifically, two out of five heavy users (40%) had been attacked or robbed by someone with a weapon, 27% were badly beaten by some not living in their home, 23% had been badly beaten by a parent or other resident in their home, 17% needed medical attention after a beating, and 10% reported being either sexually molested or the victim of an attempted molestation. Notably, heavy users were more than seven times more likely than nonusers to be beaten by a parent or other person in their home, and more than twice as likely to be beaten by someone not living with them and to need medical attention after a beating. Finally, even though only 10% of heavy users reported being the victim or attempted victim of molestation, they were still more than three times likely than nondrug users to have experienced this form of victimization.

Juveniles that sold drugs were also more vulnerable than nonsellers to being victimized. Relative to infrequent sellers, frequent sellers were yet more likely to be victimized. More than half (53%) of frequent drug dealers, as compared to 39% of the infrequent dealers and 23% of the nondealers, had been attacked or robbed by someone with a weapon. Over a quarter (28%) of the frequent dealers had been badly beaten by someone not living in their home. This was 2-1/2 times greater than infrequent dealers (11%) and nondealers (11%).

In summary, for each category of victimization, drug sellers were more likely to have been victimized. While in some situations the victimization may have been because of the drug dealing, and in other instances victimizations may have preceded the onset of drug dealing activity, the fact remains that juveniles selling drugs were more likely than other youths to have been victimized. What we cannot tell from these data is the extent to which victimization occurred independently of drug dealing activities as distinct from victimization directly connected to or resulting from dealing in drugs.

When we separate out those youths who never sold or used drugs from those who used only, sold only, and both used and sold, the same pattern was evident. Youth who both used and sold were more likely to have been victimized than all other juveniles, and youth who only sold or only used were victimized, on average, more than nondrug-involved youth.

Respondents who committed both property and personal crimes also ran a higher risk of being victimized than other juvenile offenders and nonoffenders. At least in part, the reason for this was that 14% of the youth who committed both property and personal crimes had some drug involvement--as users or sellers--and we already know from the data that those who used and sold ran a comparatively high risk of victimization. Only 2% of the youth who committed just personal crimes and 5% who only committed property crimes had some level of drug involvement. Therefore, it is quite clear that relative to other offenders and nonoffenders, youth who reported committing both personal and property crimes were particularly likely to be victimized.

EXHIBIT IV-1

SELF-REPORTED DELINQUENT BEHAVIOR (EVER) BY AGE AND GRADE

		AGE				GRADE	
	Total	Less Than 15.5	15.5-16.49	16.5-17.49	Greater Than 17.5	9th	10th
Number in Sample	387	61	118	121	87	200	187
DELINQUENT BEHAVIOR	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Unlawful Use of a Motor Vehicle	9	2	8	9	15	9	9
Breaking and Entering	5	2	8	3	5	4	6
Burglary	6	7	5	4	8	5	6
Part of a Group That Attacked or Threatened an Individual	23	13	23	26	24	23	23
Carrying a Concealed Weapon	28	21	22	29	38	28	27
Individually Attacked Another Youth So That a Doctor Was Needed	13	7	13	11	21	9	17
Vandalism	17	18	18	13	20	19	15
Dealt in Stolen Goods	17	7	13	17	28	11	22
Driving under the Influence	3	0	1	0	10	1	5
Selling Drugs	16	5	8	19	31	13	20
Robbery	9	8	7	5	16	8	9
Sexual Assault	<1	2	0	0	0	1	0
Assaulted an Adult	11	5	10	13	11	11	10
Use of a Weapon To Threaten Another	11	10	8	10	20	10	13
Shot, Stabbed or Killed Someone	5	5	3	3	5	5	3

EXHIBIT IV-2

PERCENT EVER REPORTING DELINQUENT BEHAVIOR AND LEVEL OF COMMISSION IN THE PAST YEAR BY DRUG USE IN THE PAST YEAR AND DRUG SALES IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR		
	Total	None	Light	Heavy	None	Infrequent	Frequent
Number in Sample	387	343	14	30	337	18	32
DELINQUENT BEHAVIOR							
Unlawful Use of a Motor Vehicle	9% 3.7	8% 4.0	21% 2.0	17% 3.2	7% 1.5	33% 8.0	19% 6.5
Breaking and Entering	5 1.9	5 1.9	0 0	3 0	4 1.3	17 4.0	6 1.0
Part of a Group That Attacked or Threatened an Individual	22 5.7	20 5.5	43 7.5	30 5.6	17 5.5	61 2.2	53 8.1
Carrying a Concealed Weapon	27 23.0	26 18.0	36 49.7	47 41.3	21 16.4	61 14.1	53 45.7
Individually Attacked Another Youth So That a Doctor Was Needed	13 2.8	11 2.3	21 1.0	17 5.5	10 2.0	39 3.0	25 5.2
Vandalism	17 9.4	16 8.6	29 4.0	17 21.7	15 6.8	39 4.5	22 31.2
Dealt in Stolen Goods	17 17.3	13 8.7	29 36.3	47 36.9	11 11.7	50 4.8	53 34.6
Driving Under the Influence	3 5.6	1 2.5	14 1.0	17 7.8	2 3.2	6 4.0	6 9.3
Selling Drugs	16 45.3	12 40.1	43 42.3	47 60.9	4 0.0	100 2.0	100 69.6
Robbery	9 10.1	8 6.1	11 2.0	17 34.5	7 7.7	17 4.0	25 17.9
Sexual Assault	0.5 0.0	0 0.0	14 0.0	0 0.0	0 0.0	0 0.0	6 0.0
Assaulted an Adult	11 3.3	11 3.3	21 4.0	0 0	8 1.9	33 4.7	19 6.2
Use of a Weapon to Threaten Another	11 8.1	10 4.6	14 2.0	23 22.6	7 6.9	44 6.6	38 10.8
Shot, Stabbed or Killed Someone	4 7.4	4 9.0	0 0	10 1.3	2 13.6	11 1.0	16 1.2

EXHIBIT IV-3

SELF-REPORTED DELINQUENT BEHAVIOR BY INVOLVEMENT WITH DRUGS IN PAST YEAR

			DRUG INVOLVEMENT IN THE PAST YEAR			
		Total	Never Used Nor Sold	Used Only	Sold Only	Used & Sold
Number in Sample		387	308	29	35	15
DELINQUENT BEHAVIOR						
Unlawful Use of a Motor Vehicle		9%	6%	14%	23%	27%
	Mean	3.7	1.4	2.0	9.2	3.7
Breaking and Entering		5%	4%	0%	11%	7%
	Mean	1.9	1.3	0	3.0	0
Burglary		6%	2%	14%	17%	40%
	Mean	5.3	3.0	13.0	2.6	1.5
Part of a Group That Attacked or Threatened an Individual		22%	16%	28%	60%	47%
	Mean	5.7	5.4	6.6	5.8	6.0
Carrying a Concealed Weapon		27%	21%	31%	71%	67%
	Mean	23.0	13.1	37.8	29.8	47.5
Individually Attacked Another Youth So That a Doctor Was Needed		13%	9%	14%	29%	27%
	Mean	2.8	1.9	2.0	3.0	7.0
Vandalism		17%	15%	17%	29%	27%
	Mean	9.4	5.2	30.5	19.4	4.0
Dealt in Stolen Goods		17%	9%	31%	48%	60%
	Mean	17.3	2.7	37.9	17.9	35.8
Driving Under the Influence		3%	<1%	14%	3%	20%
	Mean	5.6	1.0	4.0	4.0	9.3
Selling Drugs		16%	3%	17%	100%	100%
	Mean	45.3	0	0	40.1	57.2
Robbery		9%	6%	7%	17%	33%
	Mean	10.1	3.6	41.0	14.6	15.0
Sexual Assault		0.5%	0%	0%	0%	13%
	Mean	0	0	0	0	0
Assaulted an Adult		11%	9%	7%	31%	7%
	Mean	3.3	1.9	0	5.5	4.0
Use of a Weapon To Threaten Another		12%	6%	14%	40%	33%
	Mean	8.1	3.1	26.3	6.5	16.2
Shot, Stabbed or Killed Someone		4%	3%	3%	14%	13%
	Mean	7.4	15.7	1.0	1.0	1.5

EXHIBIT IV-4

WEIGHTED CRIME (EXCLUDING DRUG USE & SALES) BY DRUG USE IN PAST YEAR

		DRUG USE IN THE PAST YEAR		
	Total	None	Light	Heavy
Number in Sample	387	343	14	30
Sum of the weights of different crimes ever committed:				
Property Only	0.55	**0.47[a]	0.82[a]	1.44[b]
Personal Only	0.98	*0.92[a]	1.24[a]	1.63[a]
Both Property & Personal	1.53	**1.39[b]	2.06[a,b]	3.07[a]
Total number of crimes in past year	12.55	**8.30[b]	21.10[b]	61.00[a]
Weighted crimes in the past year				
Property Only	25.23	**18.80[b]	35.10[b]	83.60[b]
Personal Only	4.49	**2.30[b]	7.20[b]	30.60[a]

Note: Weighted scores represent the number of crimes committed in the past year multiplied by a weight indicative of severity:

Property Crimes	Weight	Severity	Personal Crimes
Unlawful use of motor vehicle; vandalism; and buying or selling stolen goods	1	low	Carried a concealed weapon (knife or gun)
Breaking and entering	2	moderate	Group assault on an individual; individual assault of a youth; assault of an adult; drew a weapon as a threat of violence; and robbery
Driving under the influence	3	high	Sexual assault; shot, stabbed or killed someone

x p < .10 for overall ANOVA
* p < .05 " " "
** p < .01 " " "

Matching superscript letters indicate no mean difference (p>.05) as determined by a Neuman-Keul (SNK) post hoc analysis. Different superscript letters indicate significantly different (p<.05) mean contrast by SNK.

EXHIBIT IV-5

LEVEL OF CRIME (EXCLUDING DRUG USE & SALES) AS A FUNCTION OF CRIMINAL INVOLVEMENT IN THE PAST YEAR

	CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	None	Property Only	Personal Only	Both Property & Personal
Number in Sample	195	37	83	72
Weighted Property Crime in the Past Year (Mean)	**0.0[a]	6.6[b]	0.0[a]	20.7[c]
Weighted Personal Crime in the Past Year (Mean)	**0.0[a]	0.0[a]	18.9[a]	42.0[b]
Total Weighted Crime (Mean)	**0.0[a]	6.6[a,b]	18.9[b]	62.7[c]

Note: Weighted scores represent the number of crimes committed in the past year multiplied by a weight indicative of severity:

Property Crimes	Weight	Severity	Personal Crimes
Unlawful use of motor vehicle; vandalism; and buying or selling stolen goods	1	low	Carried a concealed weapon (knife or gun)
Breaking and entering	2	moderate	Group assault on an individual individual assault of a youth; assault of an adult; drew a weapon as a threat of violence; and robbery
Driving under the influence	3	high	Sexual assault; shot, stabbed or killed someone

x $p < .10$ for overall ANOVA
* $p < .05$ " " "
** $p < .01$ " " "

Matching superscript letters indicate no mean difference ($p > .05$) as determined by a Neuman-Keul (SNK) post hoc analysis. Different superscript letters indicate significantly different ($p < .05$) mean contrast by SNK.

EXHIBIT IV-6

CRIMINAL INVOLVEMENT AS A FUNCTION OF DRUG SALES

Criminal Involvement		Percentage Selling	Criminal Involvement of Drug Sellers (N=50)
None	(N=195)	3%	12%
Property Only	(N=37)	10%	8%
Personal Only	(N=83)	15%	24%
Both Property & Personal	(N=72)	39%	56%
			100%

EXHIBIT IV-7

RELATIONSHIP BETWEEN CRIMINAL INVOLVEMENT IN THE PAST YEAR TO DRUG USE, DRUG SALES AND INVOLVEMENT IN DRUGS IN THE PAST YEAR

		CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Property Only	Personal Only	Both Property & Personal
Number in Sample	387	195	37	83	72
	%	%	%	%	%
Drug Use in the Past Year					
None	89	93	78	94	75
Light	4	4	5	4	7
Heavy	7	3	16	2	18
Drug Sales in the Past Year					
None	87	97	89	86	61
Infrequent	5	1	5	4	15
Frequent	8	2	5	11	24
Drug Involvement in the Past Year					
None	80	91	73	82	50
Sold Only	9	3	5	12	25
Used Only	7	6	16	4	11
Both Used and Sold	4	<1	5	2	14

EXHIBIT IV-8

RELATIONSHIP BETWEEN DRUG INVOLVEMENT AND LEVEL OF DRUG USE IN THE PAST YEA TO CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG INVOLVEMENT IN THE PAST YEAR			
	Total	None	Used Only	Sold Only	Both Used & Sold
Number in Sample	387	308	29	35	15
CRIMINAL INVOLVEMENT IN THE PAST YEAR					
None	50%	57%	41%	14%	7%
Property Only	10%	9%	21%	6%	13%
Personal Only	21%	22%	10%	29%	13%
Both Property & Personal	19%	12%	28%	51%	67%
	100%	100%	100%	100%	100%

		DRUG USE IN THE PAST YEAR		
	Total	None	Light	Heavy
Number in Sample	387	343	14	30
CRIMINAL INVOLVEMENT IN THE PAST YEAR				
None	50%	53%	41%	22%
Property Only	10%	8%	12%	22%
Personal Only	21%	23%	18%	7%
Both Property & Personal	19%	16%	29%	48%
	100%	100%	100%	100%

EXHIBIT IV-9

SELF REPORTED ARRESTS FOR DELINQUENCY BY THE TYPE OF CRIME

DELINQUENT BEHAVIOR	Incidents of Self-Reported Delinquency in the Past Year	Self-Reported Arrests in the Past Year of Those Reporting Crime Commission
Unlawful Use of a Motor Vehicle	36	28%
Breaking and Entering	17	24%
Burglary	22	5%
Part of a Group That Attacked or Threatened an Individual	85	4%
Carrying a Concealed Weapon	105	3%
Individually Attacked Another Youth So That a Doctor Was Needed	48	6%
Vandalism	65	3%
Dealt in Stolen Goods	61	5%
Driving Under the Influence	8	12%
Selling Drugs	50	30%
Robbery	30	3%
Sexual Assault	1	0%
Assaulted an Adult	39	0%
Use of a Weapon to Threaten Another	46	4%
Shot, Stabbed or Killed Someone	19	16%

90

EXHIBIT IV-10

SELF-REPORTED DELINQUENT BEHAVIOR IN THE PAST YEAR WHILE ON DRUGS OR AS A MEANS TO OBTAIN DRUGS

DELINQUENT BEHAVIOR	Number of Incidents in Past Year	Crime(s) Committed While on Drugs	Crimes(s) Committed to Obtain Drugs
Unlawful use of a Motor Vehicle	36	8%	3%
Breaking and Entering	17	6%	6%
Burglary	22	32%	24%
Part of a Group That Attacked or Threatened an Individual	85	8%	5%
Carrying a Concealed Weapon	105	9%	7%
Individually Attacked Another Youth So That a Doctor Was Needed	48	6%	24%
Vandalism	65	6%	0%
Dealt in Stolen Goods	61	15%	17%
Driving Under the Influence	8	75%	11%
Selling Drugs	61	21%	30%
Robbery	30	10%	19%
Sexual Assault	1	0%	0%
Assaulted an Adult	39	0%	0%
Use of a Weapon To Threaten Another	46	15%	13%
Shot, Stabbed or Killed Someone	19	11%	11%

EXHIBIT IV-11

DRUG SALES AND USE IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR		
	Total	None	Light	Heavy
Number in Sample	387	343	14	30
DRUG SALES IN THE PAST YEAR				
None	87%	90%	82%	56%
Some*	13%	10%	19%	43%

* Combines both light and heavy users.

EXHIBIT IV-12

DRUG SALES IN THE PAST YEAR BY DRUG USE IN THE PAST YEAR

	DRUG SALES IN THE PAST YEAR		
	None	Infrequent	Frequent
Number in Sample	337	18	32
DRUG USE IN THE PAST YEAR			
None	91%	83%	63%
Light	4%	6%	6%
Heavy	4%	11%	31%
	100%	100%	100%

EXHIBIT IV-13

AGE BY DRUG SALES IN THE PAST YEAR

AGE	PERCENTAGE SELLING	AGE OF SELLERS (N=50)
Under 15.5 (N=61)	3%	4%
15.5 - 16.49 (N=118)	7%	16%
16.5 - 17.5 (N=121)	17%	40%
Over 17.5 (N=87)	23%	40%
		100%

EXHIBIT IV-14

AVERAGE AGE OF FIRST USE AMONG THOSE EVER REPORTING SUBSTANCE USE

		DRUG USE IN THE PAST YEAR			CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heaviest	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	195	37	83	72
SUBSTANCE								
Cigarettes								
Alcohol		13.8	14.2	12.4				
Marijuana	13.0	12.9	14.1	12.5				
Hallucinogens	9.5	-	-	9.5	11.0	8.0	-	-
PCP	14.0	15.8	14.9	13.4	14.3	13.6	15.2	13.5
Cocaine (excluding Crack)	14.2	-	16.7	13.7	14.0	13.4	17.0	14.4
Crack	13.6	-	16.0	13.4	15.0	10.7	14.5	13.5
Heroin	12.7	-	-	12.7	-	12.5	-	13.0
Other Narcotics	11.7	-	15.0	10.0	-	8.0	-	13.5
Amphetamines	9.0	-	-	9.0	9.0	9.0	-	9.0
Tranquilizers and Barbiturates	8.8	-	-	8.8	9.0	8.5	-	9.0
Quaaludes	8.8	-	-	8.8	9.0	8.5	-	9.0
Inhalants	8.0	-	-	8.0	-	8.0	-	-
Non-prescription Drugs To Get High	8.6	-	-	8.6	16.0	6.7	-	7.0

EXHIBIT IV-15

AVERAGE AGE OF FIRST REPORTED CRIMINAL OFFENSE

		DRUG USE IN THE PAST YEAR			CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	195	37	83	72
Unlawful Use of a Motor Vehicle	14.6	14.5	14.7	15.0	14.0	14.7	13.8	14.0
Breaking and Entering	13.0	12.8	-	16.0	12.3	9.5	13.0	13.8
Burglary	13.5	13.8	17.0	12.8	11.0	13.3	14.5	13.0
Part of a Group That Attacked or Threatened an Individual	14.4	14.4	14.0	14.6	14.4	13.4	14.3	14.5
Carrying a Concealed Weapon	14.0	14.3	13.6	12.4	14.2	14.5	14.4	13.6
Individually Attacked Another Youth So That a Doctor Was Needed	14.4	14.6	12.7	13.8	12.2	13.5	15.3	14.4
Vandalism	13.3	13.3	15.2	11.6	13.0	13.3	13.3	13.3
Dealt in Stolen Goods	14.2	14.8	12.5	13.0	13.8	14.5	15.5	14.1
Driving Under the Influence	16.6	17.0	16.0	15.8	-	16.0	17.0	16.2
Selling drugs	14.8	15.1	14.5	14.1	15.5	14.6	15.2	16.1
Robbery	13.4	13.5	17.0	11.8	14.0	10.0	13.2	13.6
Sexual Assault	14.8	-	-	14.8	-	-	14.8	-
Assaulted an Adult	14.7	14.6	15.7	-	13.0	14.0	14.4	14.9
Use of a Weapon to Threaten Another	14.1	14.5	17.0	11.7	14.5	-	14.7	14.0
Shot, Stabbed or Killed Someone	14.4	15.5	-	10.7	-	-	14.8	14.2

EXHIBIT IV-16

SELF-REPORTED DRUG-CRIME SEQUENCING BY AGE AND DRUG USE IN THE PAST YEAR

		AGE				DRUG USE IN PAST YEAR		
	Total	Less Than 15.5	15.5-16.5	16.5-17.5	Greater Than 17.5	None	Light	Heavy
Number in Sample	387	61	118	121	87	343	14	30
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Never Did Crime or Drugs	39	61	39	40	24	44	0	0
Total Drugs Before Crime	10	3	8	10	19	5	50	57
Drugs before crime	5	3	4	2	13	3	14	30
Drugs only	5	0	4	8	6	2	36	27
Total Crime Before Drugs	46	35	51	44	50	49	36	17
Crime before drugs	6	2	6	7	9	4	36	17
Crime only	40	33	45	37	41	45	0	0
Crime and Drugs Coincidental	3	2	2	5	5	0	14	27

EXHIBIT IV-17

SELF-REPORTED DRUG-CRIME SEQUENCING BY CRIMINAL INVOLVEMENT AND DRUG INVOLVEMENT

	DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	308 (%)	29 (%)	35 (%)	15 (%)	195 (%)	37 (%)	83 (%)	72 (%)
Never Did Crime or Drugs	40	0	0	0	73	8	7	1
Total Drugs Before Crime	5	59	6	47	11	8	7	17
Drugs before crime	3	14	6	47	2	8	6	14
Drugs only	2	45	0	0	9	0	1	3
Total Crime Before drugs	45	21	89	27	17	70	80	73
Crime before drugs	5	21	3	27	1	16	7	15
Crime only	40	0	86	0	16	54	73	58
Crime and Drugs Coincidental	1	21	3	27	0	11	4	8

EXHIBIT IV-18

PERCENTAGES OF SELF-REPORTED VICTIMIZATION BY AGE AND GRADE

		AGE				GRADE EQUIV	
	Total	Less Than 15.5	15.5-16.49	16.5-17.49	Greater Than 17.5	9th	10th
Number in Sample	387	61	118	121	87	200	187
VICTIMIZATION MEASURE	%	%	%	%	%	%	%
Attacked, threatened or robbed by a person with a weapon	27	20	22	22	44	24	30
Needed medical attention because of injury sustained after a beating	9	2	11	8	11	8	10
Been badly beaten up by a non-household member	12	10	14	11	14	13	11
Been badly beaten up by parent or other household member	5	5	3	2	10	5	5
Been sexually molested or victim of attempt	3	5	3	1	7	3	4

EXHIBIT IV-19

VICTIMIZATION BY DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

	DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Victimization Measure														
Percent attacked or robbed by a person with a weapon	25	36	40	23	39	53	23	28	43	60	19	19	30	47
Percent needing medical attention after a beating	8	0	17	6	22	28	7	0	23	33	5	8	13	15
Percent beaten by person not living in the home	11	14	27	11	11	28	10	17	17	33	8	5	16	24
Percent badly beaten by parent or other resident in the home	3	7	23	3	11	25	3	3	9	47	3	0	4	15
Percent sexually molested or victim of attempted sexual molestation	3	7	10	3	11	6	2	7	6	13	1	14	1	7

CHAPTER V

RELATIONSHIP OF FAMILY FACTORS TO DRUG USE, DRUG SALES AND OTHER CRIMINAL ACTIVITY

Introduction

An important part of our investigation was to identify factors that seem to inoculate some youth from becoming involved in drug or delinquent behavior, or conversely, which seem to facilitate their entry and continuation in such endeavors. The following chapters focus on a variety of factors considered in making such a delineation. They will be covered in the following order:

- Family Factors
- School performance and environment;
- Characteristics of the peer group network;
- Community involvement and use of free time;
- Personality characteristics; and
- Perceived motivations and deterrents for using drugs.

The data described in this and subsequent chapters are presented for the following four variables:

- Level of drug use in the past year (grouped into three categories: none, light, heaviest);
- Level of drug sales in the past year (grouped into three categories: none, infrequent and frequent);
- Involvement in use and/or sales in the past year (grouped into four categories: none, used only, sold only, both used and sold); and
- Self reported involvement in criminal activities in the past year (grouped into four categories: none, committed only property crimes, committed only crimes against persons, committed crimes against both property and persons).

The detailed definition of each category for each of the four variables is included as Research Note 1.

This chapter discusses family factors. The data described in the chapter are presented in Exhibit V-1.

Household Composition

Respondents were asked to enumerate the persons living in their household. The majority of respondents (64%) reported living in a household with only one parent or guardian. This figure is somewhat higher than national estimates of the proportion of black children living in one parent households (54%) from the 1980 census. More than three of five respondents (61%) reported living only with their mother, while 3% of respondents reported living only with their father. About one of three respondents (35%) reported living in a two parent household. The percents of other forms of adult headed households (living with sibling, other single parent/ guardians, foster care, etc.) were negligible.

We found no significant relationship between household composition and respondents' reports of drug use, drug sales, or involvement in criminal activities in the past year. That is, both users, sellers, non-users, and non-sellers of drugs came most often from single-parent households.

Key Role in Child Rearing

We also asked respondents who the person was who played the most important role in raising them. Again, we found no significant relationship to support the frequently stated contention that family fragmentation is related to drug use or delinquent behavior--at least not for this particular inner-city setting. Overall, three of four respondents (74%) reported that their mother played the key role in raising them. An additional 9% said that their father played this central role while 10% said a grandparent was key. However, there was a modest difference between frequent sellers and others. Whereas, 84% of both infrequent and non-sellers, reported either their mother or father as playing the most important role in raising them only 72% of frequent sellers said that the person most important in raising them was their mother or father.

Head of Household

As a first step at considering the dynamics of family life, we asked respondents to identify the main "wage earner" in the household and who made most of the important decisions regarding what went on in the household. We constructed a variable from these two measures to identify the "head of household" (main wage earner and/or decision maker). While 61% of respondents reported that they lived only with their mother, 78% of respondents lived in homes headed by a female. When we tried to distinguish between respondents who used or sold drugs or were involved in crime as a function of the gender of the head of household, we found little difference. This is in accord with much of the literatures concerning the antecedents of school performance and juvenile delinquency (e.g., Zigler, Kagan, and Klugman; 1983; Garmezy, 1983, 1985).

Head of Household's Educational Level

Drug use, however, was related to the level of educational attainment reported for the head of the household. While only 19% of youth who had not used drugs in the past year lived in homes in which the head of household had not graduated from high school, 64% of light users and 40% of heavy users lived in such homes. However, involvement in drug sales did not seem related to head of household's educational attainment. Of those who had not sold drugs in the past year, 21% came from homes in which the head of household had not graduated high school. Similar proportions of those selling drugs infrequently (22%) and frequently (31%). came from households in which the head was poorly educated. These data patterns also apply for the four categories of individuals based on joint consideration of use and sales. Individuals who used but did not sell drugs and those who both used and sold drugs were significantly more likely to report coming from a home in which the head had not graduated from high school (48% and 47% respectively) than those who neither used nor sold drugs (19%) or had sold drugs only (20%).

The data on education of head of household also indicated that poor educational attainment of the household head was related to involvement in crime (other than drug sales) in the past year. Respondents not reporting such involvement generally came from better educated households (15% said head of household had not completed high school) compared to those committing personal crimes (24%), property crimes (27%), or those committing both types of crime (35%).

These reported data patterns were repeated when mean level of head of household's education was calculated (using a scale of "1"=less than H.S., up to "6"=completed graduate school). Level of education was inversely related to level of drug use and drug sales in the past year. Similarly, those who neither used nor sold drugs in the past year came from better educated households than did those who used but did not sell, those who sold but did not use, and those who were both users and sellers. Similarly, the mean of the educational level head of household was relatively high for both individuals not committing any crime in the past year (M=2.5) and those committing only personal crimes in the past year (M=2.4) as compared to those committing property crimes (M=1.9) or both property and personal crimes in the past year (M=1.6).

Head of Household's Occupation

Related to head of household's educational level is the "quality" of the head of household's work. We used categories of occupation using Stricker's (1987) scheme for evaluating jobs on Duncan's Occupational Socioeconomic Status Scale (1961). The ratings used had been updated by Stevens and Cho (1985) to reflect changes from the 1980 census and shifts in the labor market. In these tabulations we omitted data for head of households who were on public assistance, retired, disabled, or on active military service. These data, also presented in Exhibit V-1, fail to demonstrate any clear relationship of head of households' job status or occupational category to drug use, sales, or involvement in crime in the past year. Levels of unemployment, public assistance, etc., were relatively consistent across respondent levels of drug use, sales and involvement in other criminal activity. This pattern differs from the usual relationship between education and occupation. This difference may be because our respondents came from homes where heads of households were involved in a relatively homogeneous set of occupations. Even though educational attainment differed between groups, it may not have been sufficiently different to open the door to a broader set of job opportunities for the various respondent groups.

Home Environment and Support Factors

Family composition, person most responsible for raising the youth, and parent's job were all unrelated to drug use, sales and other delinquent behavior in the past year. As discussed previously, literature from both education (e.g., Zigler, et. al., 1983) and delinquency (e.g., Garmezy, 1983, 1985) indicate that behavior is generally not supported by socioeconomic standing but by a value structure that is accompanied by clear lines of emotional and behavioral support in the home.

We attempted to discern whether we could identify such support mechanisms at work in our sample. We constructed a simple indicator of home environment/support by combining responses to several items on the questionnaire including:

- Having someone in the household with whom to talk about problems and important things going on in life;
- Having some input into decisions made in the household;
- Being treated fairly at home;
- Knowing what parents expect;
- Knowing how parents feel about you;
- Having clear and definite rules to follow in the household;
- Frequency of being hit by a parent/head of household;
- Frequency of arguments; and
- Belief home is a nice place to be.

This index was constructed to represent a percentage of the maximum possible score obtainable (i.e., 100%). This technique (described in Research Note 2) provides a common metric across questions and across respondents, some of whom refused to or could not answer an item or two in the scale.

Consonant with Zigler, et. al. (1983) and Garmezy (1983, 1985) the home environment and support index was significantly related to reported levels of drug use in the past year. Those not using drugs felt significantly more support at home (M=74.5) than did those who used drugs most heavily in the past year (M=62.0). The index for those using drugs at lower levels during the past year was between these values (M=68.4).

No clear differentiation appears in the support index as a function of reported drug sales in the past year. Here, those who did not sell drugs reported equal levels of home support (M=73.8) as those who sold drugs occasionally (M=68.8) and those who sold drugs heavily in the past year (M=71.4).

When we looked at the breakdown of data as a joint function of drug use and sales in the past year, we again saw that use was clearly associated with lower levels of reported support. More specifically, those

neither using nor selling (M=74.5) and those selling but not using (M=74.0), reported significantly higher levels of support in the home than did users whether or not they had sold drugs (62.1 and 65.7 respectively).

When the index was examined in terms of criminal activity other than drug sales, the observed relationship, while statistically significant, was far less dramatic. Youth who had not committed any crimes in the past year reported somewhat greater levels of support at home (M=75.1) than did those involved in any type of criminal activity. The lowest levels of home support were reported by youth who were involved in both personal and property crimes (M=70.1). Youth committing property crimes or crimes against persons reported intermediate levels of support at home (M=72.4 and 72.5 respectively).

Attitude Similarity Between Youth and Parents

We assessed the extent to which respondents shared attitudes with parents based on questions as to how closely the respondents thought their ideas agreed with those of their parents on the following elements:

- What youth should do with their life;
- What they should do with their free time;
- How they should dress;
- How they feel about smoking cigarettes;
- Using drugs; and
- Drinking alcohol.

We created an index ranging from 0 to 100 from these elements. The values are presented in Exhibit V-1. (Smaller values of the index indicate more similar attitudes.) Attitude similarity to parents was significantly related to level of drug use, drug sales, and self-reported criminal activity in the past year.

Parent-youth attitudinal similarity was significantly greater for those not having used drugs in the past year (M=31.3) compared to those using most heavily (M=63.2). Those using drugs at a relatively low level in the past year reported an intermediate level of attitudinal similarity to parents (M=42.5). As will be discussed later, these differences correspond to differences on household members' own level of substance use.

The same relationship existed with the level of drug sales in the past year. Those not selling drugs in the past year reported significantly greater similarity of attitudes to parents (M=32.1) compared to those selling most frequently (M=47.8). Those selling drugs infrequently reported levels of similarity in between (M=42.2).

The findings that drug use, and not drug sales, distinguishes between these delinquent behaviors and youth-parent attitudinal similarity, was further indicated by the data that considered jointly drug use and sales. Youth who neither used nor sold drugs in the past year reported the greatest attitudinal similarity to parents (M=30.6). These ratings were followed closely by those provided by youth selling, but not using drugs (35.4). These ratings indicated significantly greater levels of attitudinal similarity to parents than did ratings provided by those respondents using but not selling (M=48.3) and those who both used and sold (M=70.4). It is the group who both used and sold drugs that consistently demonstrated the most antisocial, alienated response patterns.

In terms of other criminal behavior, the data demonstrated a difference between youth who have been completely uninvolved in crime and those who have committed some offense in the past year. Criminally uninvolved youth reported significantly greater attitudinal similarity to parents (M=29.4) than did those committing only property crimes (M=35.3), only crimes against persons (M=38.3), and those who committed both types of offenses in the past year (M=39.0).

While these data on home support and attitudinal similarity to parents are intriguing, it must be remembered that drug users tend to be older than nondrug users. Larger differences for older youth may reflect, at least in part, the increasing independence from parents that develop as a natural consequence of individual development. This explanation doesn't account for the differences in attitudinal similarity between drug sellers and their parents since the age differential between sellers and nonsellers is relatively small.

Substance Use Within the Household

Social learning theory has come into prominence both as an explanation of entry into drug use and criminal activities, as well as a means of providing effective treatment for youth with drug problems (e.g., Dembo, 1988). Because much of what is learned comes from observation of others, we examined the extent to which drugs were used by others in their home. First we asked respondents to indicate which gateway substances (i.e., alcohol and marijuana) and ten other illicit drugs or licit drugs were used by household

members in the past month. Exhibit V-1 presents categorical responses and averages for the number of substances used by household members in the past month. Both measures indicated a relationship between number of drugs used by others in the house and the respondents' own levels of drug use, drug sales, and, to some extent, criminal activity in the past year. While only 42% of youth not using drugs reported that family members had used one or more substances in the past month (M=.62), 51% of those using drugs most heavily reported that household members used one or more substances in the past month (M=2.0). Given the mean number of substances used in the households of heavy users, some of the substances used must be illicit drugs or licit drugs used to the point of abuse. Similarly, 44% of those who did not sell drugs in the past year reported some substance use in their household in the past month (M=.69), while those reporting selling drugs frequently reported the greatest levels of substance use in their household, 50% (M=1.1).

Household substance use, was not consistently related to self-reported criminal activity in the past year. Those not reporting criminal acts in the past year reported relatively low levels of substance use in their households (37%, M=.56), as did those committing both personal and property crimes (38%, M=.74). The greatest level of household substance use was reported by youth who had committed only crimes against property (57%, M=1.2) followed by those committing only crimes against persons (56%, M=.84). As noted earlier, drug users were overrepresented among those committing crimes against property, partially explaining this finding.

We also asked the youth whether they had ever used alcohol or drugs with other household members. As Exhibit V-1 indicates, use with household members was related to level of drug use, sales, and self-reported criminal activity in the past year. Not surprisingly, this form of support for, or condoning of, substance use tended to be directly related to reported drug use, drug sales, and criminal activity in the past year. Whereas, 7% of youth who had not used marijuana or hard drugs in the past year reported using some substance with a household member in the past month (in this case alcohol), 36% of light users and 23% of heavy users, reported sharing a substance with a household member. Given the greater number of substances used by household members in the homes of heavy users we must surmise that shared abuse included illicit substances as well as alcohol.

Similarly, those selling drugs, whether infrequently (17%) or frequently (19%), were somewhat more likely to report sharing substances with a household member in the past 30 days than nonsellers (8%). Again, given the number of substances used in such homes it seems quite likely these substances included illicit drugs. The data also indicates some relationship between criminal activity of any kind: (personal=11%,

property=14%, both=15%) with the use of substances with other household members as compared to youth who reported no involvement in criminal activities (6%).

In summary, these data indicate a relationship between both substance use, sales, and criminal activity and the use of alcohol or drugs in the home by other household members. However, we cannot determine from the questionnaire responses if substances shared in the home were used with siblings or parents. The impact of sharing drugs with a parent or guardian should be far greater in terms of condoning drug involvement than sharing with a sibling. Regardless, the mere fact that such events transpire yield an atmosphere in which substance use finds approval relative to households in which residents abstain from alcohol or drug use.

Household Problems Relating to Substance Use

Social learning theory also posits that, since much of learned behavior is acquired vicariously, observing someone who experiences hardships because of a behavior--in this case substance use--should, all other things equal, increase resistance to engaging in the same behaviors. To examine this possibility, we asked respondents a series of questions concerning problems caused for household members because of their use of alcohol or other drugs:

- Health problems;
- Problems with their work or employment;
- Problems with their family life;
- Problems with the police;
- Relationship problems with neighbors; and
- Relationship problems with friends.

The findings indicate that the number of problems experienced was greater in homes where youth had sold drugs or been involved in other criminal activities, or for heaviest drug users. Exhibit V-1 presents these data both in terms of the percent of respondents reporting one or more of these types of problems and a constructed index that represents the average percentage of the six problems reported by each group. More specifically, youth selling drugs between one and five times in the past year and those selling more frequently (M=72.2 and 56.3) reported that household members had experienced significantly greater numbers of

problems because of drugs than did respondents who had not sold drugs (M=19.9) In addition, youth using drugs most heavily, reported substantially more household member problems than did light users or youth not using drugs (M's=48.2, 23.5, 23.6 respectively).

Looked at in another way, those respondents that reported being neither users nor sellers (M=19.8), and those who used but did not sell (M=20.7), reported that household members had significantly fewer problems than did those who sold but did not use (57.1) or those who both sold and used drugs (M=73.3). Since the rate of reporting household members problems was no higher for those who used but did not sell (66% of all users) than for those who neither used nor sold, we might expect the former group to maintain their drug use since they were less likely to report observing the many problems that may stem from it. Further, we see some evidence that the high rate of observing problems for household members' drug use reported by those selling but not using drugs may be a factor in their resistance to use. However, their selling drugs must be explained by other factors. Respondents both using and selling drugs reported the highest level of problems experienced by household members because of substance abuse. Again, we must look elsewhere for prepotent factors that maintain both sales and use behavior in spite of the fact that these individuals are keenly aware of the harm the drugs they use and sell can cause, even for loved ones.

In terms of self-reported delinquency those committing both property and personal crimes (M=52.8) in the past year report that members of their households have experienced significantly greater numbers of problems because of alcohol or drug abuse than did respondents who were uninvolved in criminal acts (M=14.9) or those who committed only crimes against persons (M=21.7). Youth committing only crimes against property reported an intermediate average number of problems (M=35) experienced by household members as a result of substance abuse.

EXHIBIT V-1

RELATIONSHIP OF FAMILY CHARACTERISTICS TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
FAMILY COMPOSITION	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Two parents	35	35	41	33	36	28	31	36	41	31	27	36	29	41	39
Mother Only	61	61	53	63	61	61	56	62	59	57	60	62	65	59	54
Father Only	3	3	6	4	2	11	9	2	0	9	13	2	5	0	6
Foster care	<1	<1	0	0	<1	0	0	<1	0	0	0	0	1	0	0
Other	<1	<1	0	0	0	0	3	0	0	3	0	0	0	0	1
FEMALE PERCEIVED AS HEAD OF HOUSEHOLD (Decision Maker/Main Wage Earner)	78	77	82	81	78	83	74	77	82	77	79	76	81	78	77
WHO WAS MOST IMPORTANT IN RAISING YOU?															
Mother	74	73	86	70	74	78	66	74	79	71	67	73	78	68	74
Father	9	9	0	13	10	6	6	13	10	6	7	11	6	14	7
Grandparent	10	11	0	0	8	9	6	10	0	14	0	11	8	8	6
Aunt/Uncle	4	4	7	3	1	4	11	3	4	3	6	4	6	5	2
Sibling	1	1	0	0	1	1	0	1	0	0	0	2	0	0	3
Other	3	1	0	6	2	2	0	1	3	3	7	2	1	3	6

EXHIBIT V-1 (CONTINUED)

RELATIONSHIP OF FAMILY CHARACTERISTICS TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Persona
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
EDUCATION OF HEAD OF HOUSEHOLD															
High school graduate	22	19	64	40	21	22	31	19	48	20	47	15	24	27	35
High School or vocational school graduate	52	53	29	46	51	72	47	51	45	66	34	56	48	57	43
Some College	8	9	0	3	8	6	16	8	0	14	7	9	7	3	11
College graduate	11	12	7	7	12	0	3	13	7	0	7	13	6	8	11
Mean	2.2	**2.4[a]	1.4[a]	1.3[a]	*2.3[a]	1.6[a]	1.7[a]	**2.4[a]	1.2[b]	1.7[a,b]	1.5[a,b]	**2.5[a]	2.4[a]	1.9[a,b]	1.6[b]
SOCIAL PRESTIGE OF HEAD OF HOUSEHOLDS OCCUPATION (MEAN)	34.8	35.1[a]	35.8[a]	28.3[a]	35.0[a]	35.5[a]	31.2[a]	35.3[a]	32.0[a]	33.7[a]	30.0[a]	34.9[a]	34.3[a]	33.1[a]	36.0[a]
PERCENT ON PUBLIC ASSISTANCE	2	1	7	10	2	0	6	1	7	0	13	1/2	3	2	3
PERCENT IN MILITARY	1	1	0	3	1	0	3	1	0	0	7	2	3	1	0
PERCENT RETIRED OR DISABLED	5	6	0	0	5	6	6	5	0	9	0	6	5	5	3
PERCENT UNEMPLOYED	6	6	7	10	7	6	3	6	10	3	7	7	8	6	4

EXHIBIT V-1 (CONTINUED)

RELATIONSHIP OF FAMILY CHARACTERISTICS TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
HOME ENVIRONMENT/ SUPPORT INDEX (MEAN)	73.4	$^{**}74.5^{a}$	$68.4^{a,b}$	62.0^{b}	73.8^{a}	68.8^{a}	71.4^{a}	$^{**}74.5$	65.7^{b}	74.0^{a}	62.1^{b}	$^{*}75.1^{a}$	$^{*}72.5^{a}$	72.4^{a}	70.1^{a}
ATTITUDE SIMILARITY TO PARENTS (INDEX) MEAN (lower score = more similar)	33.6	$^{**}31.3^{b}$	42.5^{b}	63.2^{a}	$^{**}32.1^{a}$	$42.2^{a,b}$	47.8^{b}	$^{**}30.6^{c}$	48.3^{b}	35.4^{c}	70.4^{a}	$^{**}29.4^{b}$	38.3^{a}	35.3^{a}	39.0^{a}
LEVEL OF FAMILY SUBSTANCE USE (# of substances)															
0	54	55	57	40	55	61	41	55	48	51	40	63	40	38	33
1 Drug	32	34	36	7	33	33	28	34	21	40	7	28	46	35	26
2 or more	11	8	7	44	11	0	22	8	31	6	33	9	10	22	12
SUBSTANCE USE WITH A FAMILY MEMBER IN PAST 30 DAYS (% YES)	9	7	36	23	8	17	19	7	21	9	40	6	11	14	15
NUMBER OF TYPES OF PROBLEMS CAUSED FOR FAMILY MEMBERS BY SUBSTANCE USE															
0	85%	87%	93%	67	88	61	69	88	90	74	47	91	87	81	71
1	7%	6%	0%	20	6	11	16	6	3	6	33	5	7	5	14
2 or more	7%	7%	7%	13	5	28	15	5	6	20	20	5	6	14	15
Index Mean	25.3	23.6^{a}	23.5^{a}	48.2^{a}	$^{**}19.9^{b}$	72.2^{a}	56.3^{a}	$^{**}19.8^{b}$	20.7^{b}	$57.1^{a,b}$	73.3^{a}	$^{**}14.9^{b}$	21.7^{b}	$35.1^{a,b}$	52.8^{a}

x $p < .10$ for overall ANOVA
* $p < .05$ for overall ANOVA
** $p < .01$ for overall ANOVA

Superscript letters can be used to identify groups that are or are not significantly different ($p < .05$). Group means with matching superscript letters are not statistically different ($p < .10$). Groups may have more than one superscript letter (e.g., $7.9^{a,b}$) indicating a similarity to one or more groups and a similarity to other(s). Group comparisons were determined by use of a Neuman-Keuls post hoc procedure.

CHAPTER VI

RELATIONSHIP OF SCHOOL FACTORS TO DRUG USE, DRUG SALES, AND OTHER CRIMINAL ACTIVITIES

We examined a number of variables related to school interest, environment, and support to identify factors related to drug use, sales, and criminal activity during the past 12 months. The data are summarized in Exhibit VI-1

School Performance

We expected to see a large difference in level of engagement in school as a function of drug use, sales, and involvement in criminal activities. We also expected these differences to be manifest in both measures of school performance and interest. The data confirmed these expectations.

First, self-reported drop-out rate was related to drug use and sales as well as involvement in criminal activities. Overall, 97% of the youth interviewed were in school at the time of the interview. As Exhibit VI-1 shows, 97% of those not using drugs were in school at the time of the study. Fewer than eight of ten (79%) light users and fewer than nine of ten heavy users (87%) were in school. Similarly, 99% of nonsellers compared to 94% of infrequent sellers and 78% of frequent sellers were in school at the time of the survey. Looking at these data as a joint function of use and sales, we observed that the group most likely to have reported dropping-out of school were those who had both used and sold drugs in the past year (27%). This group of individuals was among the oldest, and from these and other data, the most socially isolated/alienated youth in the study population.

Criminal activity in the past year shows no clear relationship to dropping-out of school. However, those committing both property and personal crimes were more likely to have reported dropping-out (10%) compared to those only committing property crimes (2%) or personal crimes (5%) or those not involved in any criminal activities (1%).

For those in school we also asked about their grades, and calculated an average grade using a scale ranging from "0"=A to "5"=F. We also asked respondents to tell us the number of times they had been suspended or had repeated a grade. We calculated the level of grade deficiency for each respondent (the current age of the respondent minus the age of the average ninth or tenth grader, as appropriate). Results indicated:

- Drug use was consistently related to poor performance. Heavy users reported the lowest grades (M=2.4 vs. 1.8 for both nonusers and for light users). Both light and heavy users reported being suspended more often (85% and 73%, respectively) and repeating grades more often (86% and 67%, respectively) than did nonusers (56% reported being suspended and 52% had been left-back" at least one semester in elementary school or one year in junior high school). Users also demonstrated greater levels of grade deficiency (48% of light users and 37% of heavy users were at least one year behind schedule) compared to nonusers (29% were at least one year behind).

- Frequent drug sellers had the poorest grades (M=2.4) compared to nonsellers and infrequent sellers, both of which averaged close to an average grade of B- (M=1.8). Sellers were more likely to report having been suspended at least once(89% of infrequent sellers and 78% of frequent sellers) or repeating a grade (72% of infrequent sellers and 60% of frequent sellers) than nonsellers (55% suspended and 53% repeated a grade at least once). Infrequent sellers showed greater levels of grade deficiency (55% are at least one year deficient) than either nonsellers (29%) or frequent sellers (32%). This is probably attributable to the fact that approximately two-thirds of the frequent selling group were less than 17 years of age, still in school, and as grade data and additional data will show, were still relatively interested in academics.

- Involvement in both drug use and sales was generally related to poorer school performance than use or sales alone. As noted above, youth who both used and sold drugs had the highest drop-out rate recorded (27%). Those remaining in school had, on average the poorest grades--about a C- (M=2.5). This group also had consistently high levels of suspensions (80% were suspended at least once) and repeating a grade (83% repeated at least one semester grade).

- The relationship between school performance data and other criminal activities in the past year was more oblique. One relatively consistent trend observed was that youth not reporting involvement in crime in the past year seemed more on track and in less trouble than others. Youth uninvolved in criminal activities reported fewer suspensions (52% were suspended at least once compared to 60%-70% for other groups) or having to repeat a semester or grade (27% were left back at least once compared to 33%-38% for other groups). Grade differences between groups were also evidenced--12% of those uninvolved in criminal activities reported having "D's" and "F's," while 21%-28% of the other groups reported D's and F's.

Interest in School

We asked respondents about the following elements relating to their interest in school:

- Truancy (i.e., frequency of cutting a class and skipping a day of school when not excused);
- Frequency of using drugs or alcohol before going to school or during the school day;
- Extent to which they liked school;
- Degree to which they were interested in academic classess; and
- The extent to which they were involved in school extracurricular activities including: the school newspaper or yearbook; music art or drama; athletic teams; and other school clubs or activities.

Using this information we constructed a index ranging from "0" to "100" in which lower scores represented greater respondent interest in school (See the research notes for the derivation of this and similar indices.)

As can be seen from Exhibit VI-1, drug use and sales were both related to level of reported school interest. Those not using drugs (M=21) and those not selling drugs in the past year (M=22) demonstrated significantly greater interest in school than did those using drugs (M=27 for light users and 41 for heavy users) or selling drugs in the past year (M=28 for infrequent sellers and 34 for frequent sellers). When considering respondents' involvement in both drug use and sales, the same pattern held. While those neither selling nor using (M=21), and those selling but not using (M=26), reported participation in school extracurricular activities, those using but not selling (M=31), and those both using and selling drugs (M=48), reported much lower levels of interest.

These data also indicated that youth committing crime were estranged from school. All three crime groups reported significantly lower levels of interest than youth not involved in crime (M=20). Those committing both personal and property crimes in the past year reported significantly less interest in school (M=30) than did those committing personal crimes (M=24) or property crimes only (M=23).

Perceived School Support

A factor that may keep youth involved in school and academic pursuits and away from antisocial behavior is feeling that the faculty and administrative personnel at school care about them. We assessed the level of perceived support by constructing an index from three individual questions: (1) Extent to which the respondent felt that there was someone in authority at school with whom he could discuss important personal issues, (2) Extent to which the respondent trusted what this individual told him; and, (3) How fairly the respondent felt he was treated by teachers in general.

Again, we see that heavy users (M=59.1) and those selling drugs frequently (M=58.3) reported significantly lower support at school (The index can range from "0" to "100"; with higher values indicating greater percieved support) than did light users (M=71.7) or nonusers (M=73.8) or infrequent (M=77.5) or nonsellers (M=73.6). We cannot tell from these data whether heavy use or frequent sales of drugs preceded this estrangement or was affected by it. Various models of delinquency, drug use and dropping-out can be found to support either temporal ordering. However, these data are important, and indicate a failure of the system in its interaction with youth.

In terms of criminal activity in the past year, no clear or consistent relationship appeared between commission of crime and lack of perceived school support.

Perception of School Environment

We assessed school environment in terms of respondents' perceptions of: the extent of substance use, and problems caused at school because of drug and alcohol use; volatility of the environment; and school response to drug and alcohol use among students. The data show little difference among youth perceiving that drug or alcohol use was a problem at their school as a function of either their own use of drugs or selling of drugs. Further there were no consistent differences on these measures as a function of respondents' criminal activities in the past year.

One place differences occured between the perceptions of users and sellers and their nonusing and nonselling counterparts was in estimates of the number of youth at school who were using drugs or alcohol. For youth who did not use drugs, 7% felt that "most" or "all" other students in their school used drugs or alcohol at least once in a while, and 14% felt that at least some students used drugs either at school or just

before coming to school. Light users believed that both alcohol and drug use was significantly more prevalent (29% said "most" or "all" students at school used alcohol and 29% said at least some of the students at their school used drugs). Heavy users made similar reports--20% said "most" or "all" students at school used alcohol, and 25% said at least some of the students at their school used drugs. The data observed as a function of respondents' involvement in drug sales in the past year reflect a similar, although somewhat attenuated pattern of results.

Involvement in crime was also related to perceptions of incidence of drug and alcohol use in schools. Of youth not involved in criminal activities in the past year, few (5%) thought that "most" or "all" students at school use alcohol and only 10% said that at least some of the students at their school use drugs. The consistently highest reports of alcohol and drug use were provided by youth who were involved in committing both personal and property crimes in the past year. More than one of five of these youth (21%) said that "most" or "all" students at school use alcohol while 22% said that at least some of the students at their school use drugs.

These data reflect reality as perceived by the respondents. They also tell us a bit about the peer group structure in which students find themselves. As such, they present some evidence that youth, like adults, tend to seek out and maintain contacts with similar types--drug users with other drug users, sellers with other sellers and clean kids with other clean kids. That this peer group structure is maintained provides the basis for several current consensus driven intervention strategies (e.g., "It's ok/your right to say no"). Data we will describe later also demonstrates that the peer group structure between users and sellers is quite distinct. More specifically, users who do not sell affiliate with other users while sellers who do not use drugs spend time with other sellers.

As an additional way to examine school variables that might be related to drug use and sales, we created a summary index concerning the school environment based on respondents' perceptions of the physical violence and drug and alcohol use at school, severity of school policies in dealing with youthful transgressors, etc. Here scores could again range from "0" to "100" with lower scores indicating a better environment. Again level of drug use was clearly related to respondents' perceptions of the school's environment. Those not using drugs rated their school environment significantly better (M=30.7) than did heavy drug users (M=42.7) and somewhat more positively than did light users (M=36.3). Level of drug sales in the past year was only marginally related to perception of school environment. Those selling drugs infrequently (M=37.6)

or frequently (M=35.9) rated their school environment somewhat less positively than those not selling drugs (M=31.0).

Perceptions of school environment were also somewhat linked to level of self-reported criminal activity. Those committing crimes against both persons and property rated the school environment more negatively (M=39.7) than did those committing only personal (M=32.7), only property (M=33.3), or no crime at all in the past year (M=28.2).

Summary

In general these data tend to paint a picture of drug users (i.e., those who used but did not sell drugs and those who both used and sold drugs) as disengaged from school, an institution playing an important part in the socialization of youth. Compared to the other groups, they were considerably more likely to drop-out of school and, if they remained in school, to perform worse on a host of measures including grades, repeating a grade, or being suspended. Similarly they were less interested in school and academic pursuits than were nonusers. Also, they saw the overall school environment as less positive than did nonusers, and they tended to see themselves as receiving less support from teachers and administrators. All in all, school had little attraction for them. Those most estranged from school were individuals committing both personal and property crimes in the past year. Those most engaged in the academic process were youth who had refrained from criminal activities in the past year. It also seems that commission of only property or only personal crimes signals the onset of withdrawal from an interest in school. However, these individuals do not demonstrate the marked withdrawal of respondents reporting commission of both types of offenses. We see this same general data pattern for youth engaged in criminal activities in the past year.

EXHIBIT VI-1

RELATIONSHIP OF SCHOOL PERFORMANCE AND ENVIRONMENT TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
SELF-REPORTED GRADES															
A-B	29	30	36	13	31	28	9	31	20	28	7	32	26	32	22
C	49	52	29	33	50	56	34	52	49	34	27	55	49	41	39
D-F	17	16	14	36	16	11	34	16	20	24	40	12	21	21	28
Dropped out of school	5	2	21	13	1	6	22	1	11	10	27	1	2	5	10
MEAN GRADES (0-5) (lower score=higher grade)	1.9	**1.8[a]	1.7[a]	2.4[b]	*1.8[a]	1.8[a]	2.4[b]	z1.8[a]	2.0[a]	2.0[a]	2.5[b]	*1.8[a]	2.0[a]	1.9[a]	2.1[a]
GRADE DEFICIENCY															
0 years	70	71	53	63	71	44	69	72	62	63	53	73	66	62	67
1 year	18	18	24	7	17	33	16	18	10	23	20	17	19	16	19
2 or more years	13	11	24	30	12	22	16	10	28	14	27	10	14	22	14
TIMES REPEATED A GRADE															
0	44	47	14	27	46	28	34	48	24	37	20	52	33	38	40
1	36	36	43	37	36	44	38	36	38	40	40	31	43	46	39
2 or more	18	16	43	30	17	28	22	15	34	20	33	16	23	16	18
TIMES SUSPENDED															
0	41	44	14	23	45	11	19	47	24	17	13	48	36	41	29
1	20	21	21	13	22	17	3	22	21	9	7	22	22	22	14
2 or more	38	35	64	60	33	72	75	31	55	74	73	30	42	38	56
PERCENT THAT FEEL ALCOHOL IS A VERY BIG PROBLEM AT SCHOOL	28	28	21	30	27	33	28	28	21	26	40	25	37	22	28
PERCEPTION OF ALCOHOL AS A SCHOOL PROBLEM (MEAN) (lower scores = greater problem)	3.0	2.4[a]	2.3[a]	2.1[a]	2.4[a]	2.3[a]	2.1[a]	*2.5[a]	2.1[a]	2.3[a]	2.4[a]	z2.4[a]	2.3[a]	2.3[a]	2.0[a]

EXHIBIT VI-1 (CONTINUED)

RELATIONSHIP OF SCHOOL PERFORMANCE AND ENVIRONMENT TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
PERCENT THAT FEEL DRUG USE IS A BIG PROBLEM AT SCHOOL	22	22	14	27	22	17	28	22	21	23	27	18	25	22	31
PERCEPTION OF DRUGS AS A SCHOOL PROBLEM (MEAN) (lower score = greater problem)	2.0	1.9[a]	2.0[a]	2.0[a]	2.0[a]	1.7[a]	1.8[a]	1.9[a]	2.1[a]	1.8[a]	1.7[a]	**2.1[a]	1.7[b]	1.8[a,b]	1.9[a,b]
PERCENT BELIEVING THAT MOST OR ALL OF STIDENTS IN SCHOOL USE DRUGS OR ALCOHOL AT LEAST ONCE IN A WHILE	9	7	29	20	9	23	13	6	20	11	27	5	5	14	21
PERCENT SAYING AT LEAST SOME STUDENTS AT SCHOOL USE DRUGS AT SCHOOL OR JUST PRIOR TO SCHOOL	15	14	29	25	14	29	25	14	17	17	47	10	22	21	22
SCHOOL SUPPORT (MEAN) (higher scores = more support)	72.8	**73.8[a]	71.7[a]	59.1[b]	**73.6[a]	77.5[a]	58.3[b]	*74.5[a]	63.4[a]	66.4[a]	65.3[a]	73.7[a]	71.3[a]	76.7[a]	70.1[a]
DRUG ENFORCEMENT (lower score = greater perceived enforcement)	13	**31[a]	36[a,b]	43[b]	x31[a]	38[a]	36[a]	**30[a]	38[a]	53[b]	47[b]	**28[a]	33[a]	33[a]	40[b]

EXHIBIT VI-1 (CONTINUED)

RELATIONSHIP OF SCHOOL PERFORMANCE AND ENVIRONMENT TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
SCHOOL ENVIRONMENT (lower score = better environment)	$^{**}30.7^{a}$	$36.3^{a,b}$	42.7^{b}	$^{**}30.4^{a}$	$^{*}31.0^{a}$	37.6^{a}	35.9^{a}	37.6^{a}	33.3^{a}	46.9^{b}	31.7	$^{**}28.2^{a}$	32.7^{a}	33.3^{a}	39.7^{b}
SCHOOL INTEREST (lower score = more interest)	23	$^{**}21^{a}$	27^{b}	41^{c}	$^{**}22^{a}$	28^{b}	34^{b}	$^{**}21^{a}$	31^{b}	$26^{a,b}$	48^{c}	$^{**}20^{a}$	24^{b}	$23^{a,b}$	30^{c}

x $p < .10$ for overall ANOVA
* $p < .05$ for overall ANOVA
** $p < .01$ for overall ANOVA

Superscript letters can be used to identify groups that are or are not significantly different ($p < .05$). Group means with matching superscript letters are not statistically different ($p < .10$). Groups may have more than one superscript letter (e.g., $7.9^{a,b}$) indicating a similarity to one or more groups and a similarity to other(s). Group comparisons were determined by use of a Neuman-Keuls post hoc procedure.

CHAPTER VII

RELATIONSHIP OF PEER GROUP FACTORS TO DRUG USE, DRUG SALES, AND OTHER CRIMINAL ACTIVITY

We examined a number of peer group variables including the number of close friends; attitudinal similarity to friends; behavioral similarity to friends in terms of substance use and sales; and level of perceived peer support. Data for these measures are presented in Exhibit VII-1.

Friendship Network

As can be seen from Exhibit VII-1, there were no significant differences in the size or composition of friendship groups across reported levels of drug use, drug sales, or other criminal activity. Overall, 69% of respondents reported having a girlfriend, on average, youth reported having between five and six close friends (M=5.4).

While there are few statistically significant differences between groups of respondents as a function of drug use or sales, it is interesting that those who sold but did not use drugs (M=8.8) and the more frequent sellers (M=8.1), were the most gregarious and reported having the greatest number of close friends, while those who both used and sold drugs reported having the fewest (M=2.9). These data again highlight the relative isolation of this latter group.

Peer Support

To obtain information about peer support, we asked youth about the extent to which they could discuss important matters or problems with close friends and the extent to which they trusted what their close friends told them. Overall, 53% of youth reported that they could talk to their friends about important issues most or all of the time, and 46% said they trusted what their close friends told them "a great deal." Involvement in drug use was positively, though not significantly related to reported ability to talk with friends. Drug use was not at all related to the level of trust respondents had in what their close friends told them. Similarly, frequent drug sellers more often reported that they could talk to friends about important

issues than nonsellers. Again, data concerning trust were equivocal across levels of drug sales. Further, analyses of a "0" (no support) to "100" (high support) index of overall peer support revealed no differences in perceived support as a function of drug use or drug sales.

Attitudinal Similarity to Friends

Another form of peer support is derived from perceived attitudinal similarity to friends. As youth mature, parents are slowly replaced by peers as a normative reference group, especially in new areas of experience and behavior. The questions we asked respondents were the same as those asked in order to assess the attitudinal similarity to parents. As before, we calculated a "0" to "100" point index in which higher values indicate less attitudinal similarity between the respondent and his friends.

Data on this measure failed to yield statistically significant differences as a function of drug use or drug sales. Still, it was interesting to note that those heavy drugs users (M=29.2) and frequent drug sellers (M=30.2) reported greater levels of attitudinal similarity with peers than did nonusers (M=36.5), light users (M=33.0), nonsellers (M=36.2), or infrequent sellers (M=38.9).

One explanation for the observed lack of major differences between users, sellers and nonusing or nonselling youth on measures of peer support and peer attitudinal similarity is that there is no difference. Youth have found and insulated themselves in peer groups that support the prosocial or antisocial behaviors in which they engage. Thus, what we may be observing is that youth involved in antisocial behavior have made the shift from traditional sources of societally approved values (i.e., parents/guardians and schools) to the peer group. Support for this assertion comes from our earlier discussion of attitudinal similarity to parents. Recall that on this measure, we observed pronounced effects of drug use and frequent drug sales on perceived dissimilarity.

We attempted to test this proposition somewhat more directly. We created an index of overall attitudinal similarity by subtracting individual similarity cores for the peer measures from the identical ratings made for parents. On this measure, lower scores indicate greater similarity to parents and higher scores to friends. As can be seen from the data presented in Exhibit VII-1, there were dramatic differences among both levels of drug use and sales. Nonusers (M= -5.4) and light users (M=7.5) differed dramatically from heavy users (M=31.5) in terms of attitudinal similarity to parents as opposed to friends. Youth selling

drugs, whether infrequently (M=8.9) or frequently (M=9.8), aligned themselves much more closely to peer attitudes than did nonsellers (M= -4.3) who reported attitudes more similar to parents than peers.

Relatively heavy drug use appears to be the dominant factor in these peer-parent similarity ratings. Whereas, selling drugs to earn money may fall more readily within the boundaries set for acceptable behavior, using drugs does not. Respondents who neither used nor sold drugs aligned themselves attitudinally with parents relative to peers (M=-6.6), followed by sellers who did not use drugs (M=9.1). Users whether non-sellers (M=20.5) or sellers (M=25.0) clearly aligned themselves more with peers than parents.

Relationship of the Peer Support Factors to Criminal Activity

Youth reporting that they committed property, or both property and personal crimes in the past year were more likely than youth committing personal, or no crimes to say that they could talk to friends most or all of the time (65% and 64% vs. 47% and 51 respectively), and also, that they trusted what their friends told them "a great deal" (57% and 58% vs 41% and 43% respectively). Youth committing both property and personal crimes reported significantly greater attitudinal similarity to peers than did youth not involved in crime or those committing only personal crimes. These youth also expressed greater attitudinal similarity to peers than did youth admitting to commission of crimes against persons. However, this difference was not statistically significant. When peer-parent attitudinal similarity was examined, we found no statistically significant differences across categories of self-reported crime.

When we examined the overall peer support, we again saw that youth committing personal and property crimes tended to report greater levels of perceived support than did other groups. These data indicate that although these youth may have adopted values contrary to those of mainstream society, they have been successful in finding similar others from whom they can obtain the necessary support to maintain delinquent/antisocial behaviors.

Peer Drug Use and Drug Sales

We asked respondents about the types of drugs (including cigarettes and alcohol) that any of their close friends had used in the past month (Exhibit VII-1). We also asked about the number of friends who sold drugs (Exhibit X-3). Both sets of data indicate a strong relationship between these factors and

delinquent/antisocial behaviors. Light drug users (M=1.9), heavy users (M=4.6), and frequent drug sellers (M=2.8) reported having friends who used significantly more substances than did youth who did not use drugs (M=1.1) or who did not sell drugs (M=1.2) or who sold drugs only infrequently (M=1.9). The percent of youth who sold drugs infrequently or frequently and those who used drugs heavily were significantly more likely than nonsellers or nonusers or light users to report that "some" or "lots" of their friends sold drugs (56%, 84%, and 61% respectively versus 28%, 31%, and 42%).

Our analysis of level of peer use and proportion of friends selling as a joint function of respondent's reported drug use and sales found self-reported drug use as most related to drug use by friends. More specifically, those who were neither users nor sellers reported that close friends had used an average of 1.0 substances in the past month. Those who reported selling but not using drugs make similar reports (M=1.4). However, those who used but did not sell, and even more so, those who reported both using and selling reported significantly greater levels of substance use among close friends (M=2.8 and 5.0, respectively).

The data regarding friends selling drugs showed that 14% of respondents who neither used nor sold drugs reported that at least some of their friends sold drugs. In contrast, between 45% of respondents who used but did not sell drugs and 54% of respondents who sold but did not use drugs reported that at least some of their friends used drugs.

Drug use by friends was greatest among youth committing personal and property crimes in the past year. This group reported that their friends used an average of 2.6 substances in the past month. This was significantly greater than the level of friends' drug use reported by those committing only crimes against persons (M=1.3) or no crimes at all in the past year (M=.8).

Similarly, the percent of respondents reporting high levels of friends selling drugs was significantly different for those reporting no criminal activity, as compared to those reporting some form of criminal activity in the past year--22% versus 40%-55% for the other three groups.

Summary

These data clearly indicate that peer support is an important concomitant of delinquent behavior. We found little difference in the size or level of support derived from the friendship network as a function of drug use, sales or criminal activity. Youth using or selling drugs have embedded themselves in friendship

cohorts that view drug usage and life similarly (i.e. attitudinal similarity) and who behave similarly. Regarding the attitudes and behavior evidenced among the peer group, drug use was a far more important determinant than drug sales. Similarly, drug use, not drug sales, made the predominant difference in respondents' perception of parent-peer attitudinal similarity. Those involved in both using and selling drugs demonstrated the greatest difference in attitudinal similarity, aligning themselves considerably more closely to peers than parents. In terms of attitudinal similarity, respondents that reported selling but not using drugs more closely resembled those respondents reporting neither sales nor use than the groups reporting drug use and aligned themselves more closely to parents.

Youth reporting they had committed both crimes against persons and property held values substantially closer to peers than the parents and had appeared to surround themselves with support groups with similarly antisocial values. These youth also reported greater levels of overall support than did other youth and reported having more friends who sold drugs or used alcohol and drugs.

EXHIBIT VII-1

RELATIONSHIP OF SCHOOL PEER GROUP NETWORK TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Prop. & Pers.
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent having girlfriend	69	69	71	73	69	72	72	68	76	74	67	65	75	76	71
Close number of friends (Mean)	5.4	5.6[a]	5.8[a]	8.9[a]	5.1[a]	6.5[a]	8.1[a]	5.2[a]	4.6[a]	8.8[a]	2.9[a]	4.6[a]	6.3[a]	4.3[a]	7.0[a]
Percent saying they can talk to their friends about important issues most or all of the time	53	53	64	60	52	66	60	51	66	66	54	51	47	65	64
Percent saying they trust what their close friends tell them a great deal	46	46	36	47	46	56	44	46	45	51	40	41	43	57	58
Peer support (Mean) (lower score = less support)	65.7	65.1[a]	67.5[a]	71.8[a]	65.3[a]	65.3[a]	69.8[a]	64.6[a]	73.1[a]	70.0[a]	64.5[a]	**64.2[a,b]	61.8[b]	67.5[a,b]	73.3[a]
Attitude similarity to peers index (Mean) (higher numbers = less similarity)	35.8	36.5[a]	33.0[a]	29.2[a]	36.2[a]	38.9[a]	30.2[a]	37.1[a]	26.8[a]	31.3[a]	38.1[a]	*37.1[a,b]	40.2[a]	36.9[a,b]	26.6[b]
Attitude difference between parents & peers index (Mean) (lower scores = greater similarity to parents than peers)	-2.5	**-5.4[b]	7.5[b]	31.5[a]	**-4.3[b]	8.9[a]	9.8[b]	**-6.6[b]	20.5[a]	4.1[b]	25.0[a]	x-8.0[a]	-2.0[a]	-2.7[a]	11.7[a]
Average number of substances used by peers (Mean)	1.4	**1.1[b]	1.9[b]	4.6[a]	**1.2[a]	1.9[a]	2.8[a]	**1.0[c]	2.8[b]	1.4[c]	5.0[a]	**0.8[c]	1.3[b,c]	2.0[a,b]	2.6[a]

x $p < .10$ for overall ANOVA
* $p < .05$ for overall ANOVA
** $p < .01$ for overall ANOVA

Superscript letters can be used to identify groups that are or are not significantly different ($p < .05$). Group means with matching superscript letters are not statistically different ($p < .10$). Groups may have more than one superscript letter (e.g., $7.9^{a,b}$) indicating a similarity to one or more groups and a similarity to other(s). Group comparisons were determined by use of a Newman-Keuls post hoc procedure.

CHAPTER VIII

RELATIONSHIP OF COMMUNITY INVOLVEMENT AND FREE TIME ACTIVITIES TO DRUG USE, DRUG SALES, AND OTHER CRIMINAL ACTIVITY

We examined the relationships between the youths' community involvement and free time activities with drug use, sales, and criminal activity. Our basic assumption was that the greater the level of "prosocial" involvement, the lower would be youths' involvement in antisocial or delinquent behaviors. Exhibit VIII-1 presents relevant data.

Extent of Alcohol and Drug Problems in Respondents' Neighborhoods

We first examined youths' perceptions of the extent to which alcohol and drugs were a problem in the neighborhoods in which they lived. Overall, 28% of respondents reported that alcohol use was "a very big" problem in their neighborhood. Almost half (48%) reported that drug use was "a very big problem" in their neighborhood. Regardless of reported level of drug use, drug sales or other criminal activities, substantial proportions of all groups shared these perceptions. Almost half of youth (47%) who reported that they frequently sold drugs, and 67% of those who sold drugs infrequently perceived drug use as a very big problem in their neighborhood. Only those who reported using but not selling drugs felt appreciably differently (34%).

Number of Outside Groups or Clubs

Respondents reported belonging to about one (M=.84) group or club outside of school. The types of activities cited ranged from the church choir, to involvement in the Police Athletic Club, to helping with the Meals on Wheels program. Church based activities tended to predominate responses. No meaningful differences were observed in the number of activities youth were involved in as relating to drug or criminal involvement.

Religiousity

We asked respondents how often they had attended religious services over the past six months and how important religion was in their life. From these two questions, we created a "0" to "100" point index reflecting importance of religion to youth (i.e., religiousity -- lower scores indicated lower importance). Both youth not using (M=60) and youth not selling drugs (M=60) indicated they were significantly more religious than those using drugs heavily (M=39) or selling drugs frequently (M=39). Those who both used and sold drugs scored lowest on this index of religiousity (M=35). No clear and consistent differences on this measure were observed as a function of level of self-reported criminal activity.

Like data concerning family and school support and school engagement, these data again reflect the breakdown in social bonds and values that have occurred among youth who used or sold drugs heavily and especially those who both used and sold drugs. These are the youth who have ventured farthest from established social values.

Use of Free Time

We asked respondents about how they used their free time, who they spent their spare time with, and how often they participated in each of eight types of outside school activities. Data are presented in Exhibit VIII-1.

Youth who had used drugs and those who had sold drugs in the past year tended to focus their social life more around friends than family, or spent time alone, than did youth who had not used drugs, or youth who had not sold drugs. Between 50%-57% of users and 50%-59% of sellers reported spending most of their free time with friends. Only 31% of nonusers and 30% of nonsellers reported spending most of their time with friends. Instead these latter groups tended to report spending most of their free time with family (46% and 47% respectively).

Given the amount of time they spent in the company of friends, it was not surprising to see that users (both light and heavy) and frequent sellers reported that they engaged more in both structured and unstructured social events more than did their nonusing or nonselling counterparts. More specifically:

- 56%-57% of users and 49% of frequent sellers reported going to the movies at least once a week compared to 29% of nonusers, 31% of nonsellers, and 28% of infrequent sellers;

- o 43%-49% of users and 46% of frequent sellers reported going to rap concerts or go-go clubs at least once a week compared to 17% of nonusers, 17% of nonsellers, and 23% of infrequent sellers;

- o 64%-80% of users and 82% of frequent sellers reported hanging out with friends at least once a week compared to 57% of nonusers, 57% of nonsellers, and 67% of infrequent sellers.

Neither the level of drug use nor drug sales was clearly related to the percentage of respondents reporting that they did volunteer work. Frequent drug selling, but not drug use was directly related to the percent of respondents reporting that they did nothing at least once a week. Drug use, but not drug selling, was inversely related to the percent of respondents reporting that they worked out at least once a week.

We also asked respondents whether that had a part-time job. Overall, 32% of respondents reported having a legal part-time job. Heavy drug users (20%), frequent drug sellers (22%) and those both using and selling drugs in the past year (20%) were the least likely to report having a legal part-time job. The rate of part-time employment among these groups was approximately two-thirds that observed among nonusers (32%), nonsellers (31%) or those reporting neither using nor selling drugs (31%). The highest observed rate of legal part-time employment observed was among infrequent sellers (50%). Again, this is consonant with the notion that these individuals are engaged in selling drugs to make some spending money.

Relating these free-time activities to self-reported criminal activity (aside from drugs), we see the familiar pattern in which youth committing both crimes against persons and against property demonstrated the greatest level of peer as compared to family affiliation. More than half (53%) of these youth reported spending most of their time with friends, while only 29% reported spending most of their time with family, and 13% reported spending most of their time alone. In contrast, 51% of those not involved in criminal activities in the past year reported spending most of their time with family, 26% with friends and 12% alone.

As to the relation between ways in which youth spent their time and criminal activity, the data again indicate that the most consistent contrast was between youth who were uninvolved in criminal activities in the past year and those who were involved in both property and personal crimes. This latter group again seemed far less engaged, more on the outskirts of society. They were the ones most likely to report hanging out with friends (77% did this at least once a week), doing nothing (56% did this at least once a week), and getting high (14% did this at least once a week). They were no more likely than others to report going to movies or

to concerts or clubs. Interestingly, they were most likely to report having a legal part-time job (40% as compared to 32% for the whole sample).

Summary

These data highlight the shift experienced by youth using, or both using and selling drugs, or involved in multiple types of criminal activities, not only from socially acceptable values, but also the sources for these values. Youth move naturally with age from having the family as the primary source or reference for values to the peer group. These data indicate that youth using drugs (especially heavily), selling drugs frequently, or being involved in criminal activities (personal and property crimes), have turned considerably to a peer group with like values. This may create a cycle of alienation, abuse and reinforcement for antisocial behavior that feeds upon itself and manifests ever increasing destructiveness to the individuals involved, as well as society as a whole.

Another interesting finding to which we will return is that youth who sell but do not use drugs look much like youth who neither sell nor use drugs in terms of progress in school, family and peer support, religiousity and the way they spend their free time. These youth seem to embrace mainstream values, expressing entrepreneurial drive through both traditional/legitimate as well as unconventional/illicit means.

EXHIBIT VIII-1

RELATIONSHIP OF COMMUNITY RELATED VARIABLES TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent saying alcohol use is a very big problem in neighborhood	28	28	21	30	27	33	28	28	21	26	30	25	37	22	28
Mean (lower score = greater problem)	2.4	2.4[a]	2.3[a]	2.1[a]	2.4[a]	2.2[a]	2.2[a]	2.4[a]	2.3[a]	2.3[a]	2.0[a]	2.5[a]	2.1[a]	2.3[a]	2.4[a]
Percent saying drug use is a very big problem in the neighborhood	48	49	50	37	47	67	47	48	34	54	53	41	57	59	53
Mean (lower score = greater problem)	1.9	1.9[a]	2.0[a]	2.0[a]	2.0[a]	1.7[a]	1.8[a]	1.9[a]	2.1[a]	1.8[a]	1.7[a]	*2.1[a]	1.6[b]	1.8[a,b]	1.9[a,b]
Number of clubs / community activities (Mean)	.84	.62[a]	6.4[a]	.15[a]	.88[a]	.78[a]	.44[a]	*.61[a]	3.8[b]	.69[a]	.27[a]	1.1[a]	.64[a]	.54[a]	.64[a]
Religiosity (Mean) (higher score = more religion)	58	**60[a]	52[a,b]	39[b]	**60[a]	64[a]	39[b]	**61[a]	50[a,b]	54[a]	35[b]	*61[a]	58[a]	45[b]	57[a]
Persons with legal part time job	32	32	43	20	31	50	22	31	31	37	20	30	30	24	40
Percent who spent most of their time with:															
Family	44	46	21	23	47	28	19	49	21	20	26	51	41	38	29
Friends	34	31	50	57	30	50	59	29	45	49	73	26	36	30	53
Alone	14	15	14	7	15	6	16	15	10	14	7	12	18	24	13

EXHIBIT VIII-1 (CONTINUED)

RELATIONSHIP OF COMMUNITY RELATED VARIABLES TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent who say they do each at least once a week:															
Go to movies	33	29	56	57	31	28	49	28	58	37	53	30	34	29	38
Rap concerts/go-go clubs	21	17	49	43	17	23	46	14	52	40	33	18	22	11	29
Do volunteer work	21	22	7	16	21	34	12	23	7	18	27	24	22	17	17
Hangout with friends	59	57	64	80	57	67	82	56	72	74	80	55	59	59	77
Do nothing	40	40	28	47	38	39	60	38	31	48	59	38	34	54	56
Get high	4	0	0	53	3	6	21	0	27	0	53	3	0	9	14
Workout	81	83	64	66	81	67	86	83	55	67	86	81	87	74	77

x $p < .10$ for overall ANOVA
* $p < .05$ for overall ANOVA
** $p < .01$ for overall ANOVA

Superscript letters can be used to identify groups that are or are not significantly different ($p < .05$). Group means with matching superscript letters are not statistically different ($p < .10$). Groups may have more than one superscript letter (e.g., $7.9^{a,b}$) indicating a similarity to one or more groups and a similarity to other(s). Group comparisons were determined by use of a Neuman-Keuls post hoc procedure.

CHAPTER IX

RELATIONSHIP OF PERSONALITY FACTORS TO DRUG USE, DRUG SALES, AND OTHER CRIMINAL ACTIVITIES

Introduction

We examined specific personality characteristics to determine whether such characteristics were consistently associated with drug use, drug sales, or involvement in other criminal activities. Research on this topic has produced little consistent evidence. We focused our investigation on those personality characteristics either shown by past research to be related to drug use or delinquency or those which should, because of the characteristics reflected, be related to such behaviors. These characteristics were: propensity to take risks, self-esteem, emotional stability, impulsivity, locus of control (the extent to which individuals believe people control their own behavior and outcomes), perceived stress, isolation/alienation, rule-breaking, and aspiration to succeed in societally approved endeavors.

For each personality factor selected, we identified previously validated scales. In every case, we had to modify the scales for purposes of brevity or age appropriateness. As a result, the final scales used do not necessarily share the psychometric properties of the scales from which they were derived. However, the derived scales maintain their face/content validity; and, we feel, are reasonable indicators of the underlying constructs that they are supposed to measure. For analytic purposes, each of the indices was scaled to range from "0" to "100." Appendix B identifies the sources from which all survey measures, including the personality scales, were derived. Results of data anlyses are summarized in Exhibit IX-1.

Relationships of Personality Factors to Level of Drug Use

The level of reported drug use in the past year was consistently related to a number of personality measures:

- o Those using drugs were significantly more likely to score high on risk propensity than nonusers. Heavy users scored significantly higher than light users. Those who both used and sold drugs had an even higher risk propensities.

- o Heavy drug users scored higher than nonusers and light users on self-rating of impulsivity, having an external locus of control, feeling alienated/isolated, and willingness to break rules.

- o Heavy users scored significantly lower than nonusers and light users on the measure of emotional stability;

- o Users (both light and heavy) reported significantly lower levels of traditionally valued aspirations (i.e., likelihood that they will graduate high school, attend college, join the military, get a job they like) than did nonusers; and

- o Self-esteem tended to decrease with level of reported drug use.

We observed no differences on perceived stress. The lack of observed differences on stress may indicate either that youth are not experiencing different levels of stress in their environment or that they have found satisfactory methods of coping with the stress they do experience.

The picture that emerged from these analyses indicates that drug users (primarily the heavy users), as compared to nonusers, exhibited the following personality traits: socially isolated/alienated; prepared to take risks; belief that it is all right to break socially accepted rules; perceive that the environment forces or shapes their behavior to a large extent; and aspire to lower levels of traditionally valued aspirations. Further, compared to nonusers they differed, but not at statistically significant levels, by having somewhat lower levels of self-esteem.

Relationships of Personality Factors to Level of Drug Sales

Unlike our findings on level of drug use, we did not find a "unidimensional" picture of the personalities of drug sellers. Part of this may be that the inclination to sell drugs may itself derive from personal, social, and economic factors, part may be due simply to the categorization of number of sales in the past year. Regardless, we found these data to be fascinating and informative.

Sellers, especially frequent sellers, differed significantly from nonsellers on the following:

- o greater propensity to take risks;

- o impulsivity;

- o greater endorsement of rule-breaking behavior;
- o lower aspirations to societally approved endeavors; and
- o feeling significantly more isolated/alienated.

On many of these characteristics, the marked contrast is not between frequent sellers and nonsellers but between those infrequent sellers compared to nonsellers and frequent sellers. Infrequent sellers, compared to nonsellers and frequent sellers, demonstrated:

- o the lowest level of self-esteem;
- o the lowest level of emotional stability;
- o the greatest level of perceiving the locus of control for their behavior as internal (i.e., themselves); and
- o the greatest reported level of perceived alienation/isolation.

The clear indication from this analysis is that youth selling drugs are more likely to be risk-takers and to believe that rules are made to be broken than nonsellers. Sellers further reported greater levels of alienation and isolation and lower levels of aspiring to succeed in conventional pursuits than did nonsellers.

Interestingly, frequent sellers demonstrated high self-esteem and emotional stability and on these characteristics were essentially indistinguishable from nonsellers. For emotional stability, this is in part attributable to the large proportion of frequent sellers who did not use drugs (62% of frequent sellers). These are youth seemed to be pursuing entrepreneurial success.

However, we found a different personality profile among youth who sold infrequently. While these youth tended to share frequent sellers' increased propensity to take risks and belief in rule-breaking, they demonstrated lower levels of self-esteem and greater levels of isolation/alienation than either frequent sellers or nonsellers.

Like frequent sellers, infrequent sellers did not generally use drugs (83% of infrequent sellers reported not using drugs in the previous year). Perhaps, these youth are on the verge of making a commitment to a particular lifestyle. With so much in flux, lowered self-esteem and feelings of alienation may be expected.

Sellers who did not use drugs compared to those who neither sold nor used drugs differed primarily in their willingness to take chances. Users who did not sell, compared to nonsellers-nonusers differed not only in their willingness to take risks but also in the way they perceived themselves and the world around them. Most aberrant was the group that both sold and used drugs who, in addition to being most likely to take risks, behave impulsively, and endorse breaking rules, viewed as poorest their chances of conventional success, and felt most isolated/alienated. Despite these differences youth who both used and sold drugs indicated no real deficiencies in self-esteem and were least likely to perceive their lives as stressful. These are the same youth who reported high levels of peer support for their use and sales behavior. These youth appear to have, by and large, successfully segmented themselves off from mainstream society to immerse themselves in the drug subculture.

Relationship of Personality Factors to Criminal Activity

Youth differed in only a few respects as a function of the types of crime committed in the past year. Differences observed focused mostly on propensity to behave rather than on the more intrapsychic indices included for study. No differences were observed on criminal activity for levels of: reported self-esteem; emotional stability; impulsivity; locus of control; or perceived stress. However, youth committing any type of crime in the past year, and especially those committing both crimes against persons and property, demonstrated significantly greater propensity to take risk and to endorse rule breaking than did youth uninvolved in criminal activities. Also, youth committing crimes against both persons and property, demonstrated significantly greater isolation/alienation and significantly lower aspirations to succeed in conventional pursuits than did youth uninvolved in criminal activities. Like previous data cited, these data indicate that youth most heavily involved in crime (person and property) have removed themselves from the mainstream societal structure in favor of a peer based subculture reinforcing antisocial/criminal behaviors.

It is important to note that, by and large, youth who committed both property and personal crimes is different from youth involved in using and/or selling drugs. Half (50%) of the youth having engaged in crimes against property and persons in the past year neither used nor sold drugs in the past year. Only 14% of this group both used and sold drugs in the past year, while 11% used but did not sell drugs, and 25% sold but did not use drugs.

EXHIBIT IX-1

RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Propensity to take risk (Mean) (lower scores = higher propensity)	66.2	$^{**}67.9^{a}$	58.8^{b}	48.5^{c}	$^{**}68.2^{a}$	57.7^{b}	49.7^{c}	$^{**}69.2^{a}$	56.7^{b}	55.8^{b}	44.8^{c}	$^{**}70.7^{a}$	64.7^{b}	64.2^{b}	56.5^{c}
Self-esteem (Mean) (lower scores = less self-esteem)	21.6	$^{*}20.9^{a}$	22.9^{a}	29.8^{a}	$^{**}21.4^{b}$	32.1^{a}	18.1^{b}	$^{*}20.7^{a}$	29.3^{c}	23.2^{a}	23.0^{a}	20.6^{a}	22.9^{a}	22.1^{a}	22.7^{a}
Emotional stability (Mean) (lower scores = less stability)	71.7	$^{x}72.0^{a,b}$	77.8^{a}	63.0^{b}	$^{**}72.7^{a}$	51.9^{b}	72.8^{a}	$^{x}73.1^{a}$	67.6^{a}	62.5^{a}	71.4^{a}	74.3^{a}	69.1^{a}	68.2^{a}	69.5^{a}
Impulsiveness (Mean) (lower scores = less impulsive)	43.4	43.3^{a}	51.0^{a}	38.5^{a}	$^{**}44.7^{a}$	40.9^{a}	23.1^{b}	$^{*}44.2^{a,b}$	49.4^{a}	$35.7^{a,b}$	31.0^{b}	44.4^{a}	44.6^{a}	40.5^{a}	40.6^{a}
Locus of control (Mean) (lower scores are more internal)	42.4	$^{**}41.2^{b}$	$45.1^{a,b}$	54.1^{a}	$^{*}42.2^{a}$	33.3^{b}	47.3^{a}	$^{*}41.4^{a}$	51.1^{a}	39.4^{a}	49.2^{a}	42.5^{a}	43.9^{a}	41.5^{a}	39.8^{a}
Perceived stress (Mean) (lower scores = higher stress)	65.6	66.1^{a}	58.8^{a}	63.2^{a}	65.2^{a}	64.8^{a}	69.8^{a}	$^{**}66.1^{a,b}$	55.7^{b}	$66.0^{a,b}$	72.6^{a}	65.3^{a}	66.4^{a}	64.0^{a}	66.2^{a}
Isolation/alienation (Mean) (lower scores = less alienation)	31.6	$^{**}29.7^{a}$	33.3^{a}	54.3^{b}	30.5^{a}	46.9^{b}	$34.4^{a,b}$	$^{**}29.0^{a}$	46.4^{a}	35.9^{a}	45.9^{a}	$^{**}27.2^{a}$	$33.1^{a,b}$	$31.5^{a,b}$	41.7^{b}
Rule breaking (Mean) (lower scores = lower endorsement of breaking rules)	17.6	$^{**}15.1^{a}$	24.7^{a}	44.9^{b}	$^{**}15.1^{a}$	24.4^{b}	40.2^{c}	$^{**}13.7^{a}$	30.2^{b}	27.7^{b}	50.3^{b}	$^{**}11.3^{a}$	19.3^{b}	21.9^{b}	30.5^{c}
Aspiration to societally approved endeavors (Mean) (lower scores = lower aspirations)	67.9	$^{**}69.8^{a}$	58.8^{b}	49.5^{b}	$^{**}69.7^{a}$	63.2^{a}	52.1^{b}	$^{**}70.4^{a}$	61.6^{a}	64.4^{a}	36.7^{b}	$^{**}70.2^{a}$	67.9^{a}	72.9^{a}	59.4^{b}

x $p < .10$ for overall ANOVA
* $p < .05$ for overall ANOVA
** $p < .01$ for overall ANOVA

Superscript letters can be used to identify groups that are or are not significantly different ($p < .05$). Group means with matching superscript letters are not statistically different ($p < .10$). Groups may have more than one superscript letter (e.g., $7.9^{a,b}$) indicating a similarity to one or more groups and a similarity to other(s). Group comparisons were determined by use of a Neuman-Keuls post hoc procedure.

CHAPTER X

ATTITUDES, PERCEIVED MOTIVATIONS, AND DETERRENTS TO USING AND SELLING DRUGS

We examined a number of variables related to respondents' attitudes towards drug use, perceived risk of using drugs, and reasons for not using alcohol and drugs. These data are summarized in Exhibits X-1 and X-2.

Attitudes Toward Drug Use

Respondents were asked a series of questions about their attitudes toward using drugs. Responses were used in constructing a "0" to "100" point drug permissiveness index, in which lower scores indicated less permissiveness. As expected, both drug use and sales involvement were directly related to reported permissiveness. Heavy users (M=55.9) differed greatly from other groups. Light users (M=27.8) also differed significantly from non-users (M=11.3). Frequent sellers (M=29.4) differed significantly from both infrequent sellers and non-sellers (both with very similar values, M=14.2 and 13.9).

When broken out as a joint function of youth involvement in drug use and sales, the data indicate that respondents who sold but did not use drugs were indistinguishable from those who neither sold nor used drugs. Both these non-using groups were significantly more negative about using drugs (M=14.6 and 11.0, respectively) than were users, whether they had (M=45.7) or had not sold (M=44.7) drugs.

Perceived Risk of Drug Use

We asked youth to rate the risk to individuals from using a variety of substances. Ratings were used to construct two "0" to "100" point indices--perceived risk of using gateway substances and using other "harder" drugs. Here, higher scores indicate greater perceived risk. As Exhibit X-1 indicates, the same data patterns exists for both indices. Both light and heavy users who had experienced drugs for themselves saw

less risk in using gateway or harder drugs than did nonusers. Frequent sellers perceived less risk in drug use than did nonsellers or infrequent sellers. What was somewhat surprising was that youth who sold but did not use drugs did not view drug use differently than did those who neither sold nor used drugs. Both groups perceived substantial risk in using gateway drugs (M=73.6 and 81.9, respectively); and other "harder drugs" (M=96.7 and 96.7, respectively). These groups reported perceiving thsat use of these substances involved significantly more risk than did users, whether they had (M gateway=43.3; M other=74.4), or had not sold drugs (M gateway=48.2; M other=78.0).

Note, however, that even for the heavy drug use group, the index for harder drugs was high (M=71.0), indicating that the group as a whole recognized that there were considerable risks attendant to drug use. The group that reported both using and selling drugs perceived even greater risk (M= 74.4).

Self-Reported Problems Because of Alcohol and Drug Use

We asked youth about twelve different personal problems they may have experienced as a result of their alcohol or drug usage. Problems included: causing them to behave in ways they later regretted; hurting their relationship with friends, family, girlfriends, teachers or supervisors; adversely affecting their health; and getting them in trouble with the police. A summative index was then calculated.

As level of drug sales increased, so too did the number of reported problems experienced because of alcohol or drug use (M's for nonusers, light users, and heavy users=.18, 1.3, and 2.7 respectively). A similar pattern emerged for problems experienced as a function of level of drug sales. The average number of problems reported increased as the frequency of selling increased (M's for nonsellers, infrequent sellers, and frequent sellers=.26, 1.0 and 1.6 respectively).

When viewed as a joint function of involvement in drug use and sales in the past year, we see that while use was associated with experiencing the greatest number of personal problems, selling drugs was not free from risk. Users that did not sell experienced an average of 1.6 problems, more than twice that of those selling but not using (M=.60), but half that of those who both used and sold (M=3.2). Each of these respondent group's reported experience of alcohol/drug related problems was significantly different from the others. Thus, drug use clearly affected users' lives; but, it was a toll users seemed prepared to pay.

Reasons For Not Using Drugs

We asked respondents who had not used drugs or alcohol why they had not become more involved in substance use. Respondents who had not used alcohol or used it only once or twice were asked why they had not used alcohol more. Those who said that they had never used marijuana were asked why they had not. Respondents who never used other illicit drugs (e.g., cocaine), or abused licit drugs (e.g., barbituates) were asked why they had not used them. Also, respondents were asked to provide up to three reasons for not getting involved in using the substances. Exhibit X-2 summarizes the information provided in respondents' first mentioned reasons. First mentions were analyzed because these represent the most salient reasons respondents have for not using drugs.

There were striking similarities across response categories in the reasons given for not using marijuana or other drugs. Concerns about physical and emotional health predominated respondents' reports of why they had avoided substance use (64% marijuana, 53% other drugs). Peer pressure/lack of interest was expressed by about 24% of respondents as the most salient reason they had for not using either marijuana or other illicit drugs. Families were reported by more respondents to have an important influence in dissuading youth from using hard drugs (17%) than from using marijuana (8%). This is probably attributable to the general sequence of trying drugs. Marijuana use is more likely to occur at the earliest stage of drug experience than are other, harder drugs. Youth are exposed to drug effects and acceptability through the experiences of friends and peers. Hence, parental influence may decrease relative to that of peer influence in the case of marijuana, a drug used early in sequence, compared to other harder drugs used later in sequence, with the support of friends or peers.

Reasons for not using alcohol were similar. However, those responding to the alcohol question included youth who had tried the substance once or twice. Because of their previous experience with alcohol a greater proportion of respondents reported that they did not use alcohol more often because they did not like the taste or smell (31%) compared to youth responding to items concerning marijuana (7%) or other drugs (4%). This boosted the "Don't like it/no support for it" category of response to represent a plurality (47%) concerning alcohol use, whereas for marijuana and other drugs used this category of response was much smaller (i.e., 24%).

The next most often mentioned set of responses for not using alcohol fell in the category of concerns for physical and mental health (34%). Slightly more than one in ten (13%) respondents reported that family were influential in their decision not to drink alcoholic beverages.

If we can learn something from these data, it is that parents are not without influence and need to bear at least a portion of the responsibility for innoculating their children by providing them with appropriate knowledge about drugs, including their use and hazards, as well as societally supportive values.

To the extent values are shared, peers will provide the consensus and support needed to maintain a healthy resistance to drugs. The importance of peer groups in drug use has been made clear in much of the literature (e.g., Elliot et al., 1985) as well as throughout this report. We see that peer influence is consistently important in the reasons given by youth themselves concerning why they have not gotten more heavily into substance use.

Lastly, we see that concern for health predominates mentions for avoiding drug use. It is important that policy makers do not read this as a mandate to "scare the pants off kids." Such a tack is doomed to fail. The literature concerning fear appeals as well as our data indicate that wholesale promulgation of fear will not be persuasive. As soon as youth experience drugs for themselves, or vicariously through the experiences of their friends, they will learn that they will not die or lose control over their behavior. This is especially true with the milder psychoactive substances, such as marijuana, which is almost invariably one of the first drugs tried. Though fear invoking images last, if we do not provide youth with truthful information, provided by knowledgeable/credible sources their first experiences with drugs will cause societal/institutional sponsors to lose whatever credibility they have been able to build.

Motivations and Deterrents to Selling Drugs

We examined a number of variables related to attitudes and deterrents towards selling drugs. These included perceived prevalence, profitability, risks associated with selling, peer support for selling drugs, and the likelihood that youth in general, and the respondent in particular, will sell drugs in the future. These data are summarized in Exhibit X-3.

Perceived Risk of Selling Drugs

Data indicated that there were commonly perceived deterrents to becoming involved in the sale of drugs. Large proportions of respondents said that it was very likely that, over the course of a year, someone selling drugs would get caught by the police (48%); spend at least some time in jail (36%); or get severely injured or killed (62%). While level of involvement in drug use was not consistently related to such perceptions, heavy users were significantly less likely than nonusers or light users to report that dealers were "very likely" to come to physical harm (40% vs. 64% and 71%, respectively).

Level of involvement in drug sales was related to perceptions of risk to dealers. More specifically, youth frequently selling drugs saw all forms of risk to dealers as significantly less than nonsellers or occasional sellers. In part, this perception of relatively high risk among infrequent sellers may help to minimize their involvement in such pursuits.

Despite the fact that frequent sellers perceived less risk than others, the hazards they reported for dealing were formidable. Almost four of ten (38%) reported that it was very likely that a person selling drugs over the course of a year would be caught by the police. One fourth of frequent sellers (25%) said that such a dealer would spend at least some time in jail and half (50%) said that in the course of a year, a drug dealer was very likely to be badly hurt or killed.

These perceptions appear to reflect youths' own experiences. In other data obtained from our interviews, we found that almost one-third of users and sellers in our sample (30%) reported being arrested on drug charges. Between 53% (frequent sellers) and 61% (infrequent sellers) reported being part of a group that attacked or threatened an individual and between 11% (infrequent sellers) and 16% (frequent sellers) admitted to shooting, stabbing or killing someone. These youth were also victims of violence. For example, 22% of infrequent and 28% of frequent sellers reported needing medical attention because of injuries sustained in a beating. Similarly, 11% of infrequent and 28% of frequent sellers reported that they had been badly beaten up by someone not living in their house. Although we cannot be certain, it is quite probable that many of these incidents were related to selling drugs.

Youth who reported both using and selling drugs in the past year perceived the lowest level of risk of bodily injury. Only 33% said it was very likely that a dealer would get severely injured or killed over the

course of a year. Perhaps their level of skill in both the use and sales of drugs have made them more efficient and safety conscious. Alternatively, these youth may have become more oblivious to the dangers.

We constructed a "0" to "100" point index from these three measures of perceived risk and youths' perceptions of how bad a stay in jail would be for them. On average, the values indicated that the whole sample perceived that severe risks were involved in selling drugs (M=78.0; Maximum value possible=100). Again, heavy users perceived significantly less risk (M=67.9) than did either nonusers (M=77.8) or light users (M=77.9). Frequent sellers (M=63.0) perceived significantly less risk than infrequent sellers (M=75.5) or nonsellers (M=79.5). However, these index values are all high, and indicate that even frequent sellers and the heavy users perceived considerable risk.

When data were examined as a joint function of youths' involvement in drugs and sales, we see that involvement in sales had a greater effect on perceptions of risk than did drug use. Sellers, whether nonusers (M=67.8) or users (M=66.7) reported lower levels of risk in dealing drugs than did nonsellers whether they had used (M=74.4) or had not used drugs (M=80.0).

Perceptions of Peer Support for Selling

Despite the fact that all respondents perceived substantial risks to selling drugs, more than one of ten respondents (13%) said they sold drugs in the past year and 64% of sellers (8% of the sample) said they sold drugs relatively frequently in that time period (i.e., more than five times). We asked respondents about two primary reasons for selling drugs--peer support and profitability. These data are also summarized in Exhibit X-3.

Both level of drug use and sales were generally related to perceptions about the proportion of adults in their neighborhood selling drugs, and more importantly, about the proportion of their own friends who sold drugs. Results concerning the proportion of students at their schools selling drugs were equivocal.

Heavy users were significantly more likely than light users or nonusers to report that at least some adults in their neighborhood sold drugs (67% vs 36% and 49% respectively). Also, as drug use increased, the percent reporting that at least some friends sold drugs increased--31% of nonusers, 42% of occasional users, and 67% of heavy users.

A similar data pattern was observed for levels of involvement in drug sales. Frequent sellers were significantly more likely than nonsellers to report that at least some adults in the neighborhood were selling drugs. Again, we see a strong relationship between involvement in drug related behavior and reports on proportions of friends involved. While 28% of nonsellers reported that at least some of their friends had sold drugs, 56% of infrequent sellers and 84% of frequent sellers reported having such friends. Clearly involvement in drug related activities, whether use or sales, received substantial support from friends that also used or sold. It seems highly probable that drug use and sales behaviors follow a similar pattern as just about all other behaviors and attitudes--that when such support is not received, the youth finds a new, more supportive friendship network.

Perceived Profitability of Drug Sales

Drug selling was perceived by most youth to be a remarkably lucrative enterprise. Almost four of ten (36%) respondents believed that youth selling drugs at school make at least $1,000 per week, 21% reported that their friends selling drugs made at least $1,000 per week, and 45% believed that adults selling drugs made at least 1,000 per week. Another 20% believed that friends and adults were making between $500 and $1000 per week. About 80% of our sample believed friends and adults made at least $250 per week selling drugs.

The percentage of respondents' reporting that adults and friends selling drugs make at least $1,000 per week was substantially higher for those using drugs. Presumably, the most valid data on this topic was provided by those youth who reported selling drugs. Between 39% of infrequent sellers, and 59% of frequent sellers estimated that their friends selling drugs made at least $1,000 per week.

We do not know what proportion of respondents were describing net earnings as opposed to gross earnings. Still, even if we assume all estimates provided were gross income and youth take home about 20%, it appears they can easily earn in excess of $200 per week. It is likely that licit economic alternatives do not exist for these youth. This view is bolstered by the fact that youth continued to sell drugs despite the perceived risks, first hand experience with the law, and the street violence surrounding street drug trafficking.

Perceptions of Risk of Using and Selling Drugs and Other Criminal Activity

The data presented in Exhibits X-1 and X-3 indicate that there is a relatively consistent pattern relating type of offenses reported by respondents and their perceptions related to the risks of using and selling drugs. These data patterns in turn seem related to the drug using/selling proclitivities of the youth committing various types of offense. Data show that of youth who reported no involvement in criminal activities in the past year, only 7% used drugs and 3% sold drugs in the past year. Of those reporting only crimes against persons, 6% had used drugs and 14% had sold drugs. Of those reporting only property crimes, 22% had used drugs and 11% had sold drugs. Last, of those reporting committing crimes both against persons and property, 25% reported using drugs and 39% reported selling drugs in the past year.

The evidence leads to the following principal finding relating to type of criminal activities.

- Those committing both types of crime were most permissive in their attitudes concerning substance use. They were followed, in order by those committing only property crimes, those committing only personal crimes and those uninvolved in crime;

- Those committing both types of crime saw significantly less risk in using gateway substances or other drugs than any other group. Youth uninvolved in crime perceived the greatest level of risk for both groups of substances;

- Experience with problems related to drug or alcohol was directly and dramatically related to the proportion of users in each crime group. Those committing both property and personal crimes reported experiencing significantly more personal problems because of drug use than those committing property crimes, who reported significantly more problems than did youth committing only crimes against persons who, in turn, reported experiencing significantly more problems than youth who were uninvolved in criminal activity;

  All three crime groups had a modest proportion of sellers in their midst (ranging from 11% among property to 14% personal to 35% both types of crime). All three groups tended to respond similarly, consistently reporting that they perceived less risk in selling drugs than did youth not involved in criminal activity over the past year.

Selling Drugs as a Career Choice

We were interested not only in perceptions of risk and benefit but also the overall effect that such views have on behavioral intent. We asked respondents about their expectations concerning their

involvement and the involvement of other students in the drug trade after completing school. The data are presented in Exhibit X-3.

A large majority of respondents (77%) believed that students now selling drugs would be doing so after they finished their schooling either as a main source of income (33%) or as a supplement to their main source of income (44%). Of more concern, one in ten respondents (10%) said that it was at least somewhat likely that they themselves would sell drugs after they finished their schooling. Of those who reported that they were at least somewhat likely to sell drugs after they finished their schooling, 30% said they would likely sell as their main source of income, 67% said they would most likely sell as a sideline, and 3% were unsure or refused to answer.

Those already involved in the drug trade or in drug use, especially those involved most heavily, were most likely to consider drug selling as a possibility for their futures. Also, the likelihood of selling drugs as a post-school activity increased with overall drug involvement (i.e., use and sale). Most of those who reported both using and selling drugs in the last year (74%) said it was at least somewhat likely they would be selling drugs either as their main work or on the side. About 35% of both those who used but did not sell drugs, and those who sold but did not report using drugs said that it was at least somewhat likely that they would begin or continue selling drugs.

It was not surprising that 63% of frequent sellers said that they would continue selling drugs. It was somewhat heartening to see that only 17% of infrequent sellers see themselves continuing in drug sales after completing school. It was somewhat disheartening that inspite of their perceptions of formidable risks attendant on drug sales, 4% of those that reported not having sold drugs in the past year said that it was at least somewhat likely that they would get involved in drug selling after completing school.

If the youths' expectations are borne out and 37% of frequent sellers and 83% of infrequent sellers dropped from the market, but were replaced by the 5% of those not currently involved drug sales, this would result in a net reduction of only 22% of youth selling drugs in our sample.

While we do not expect all youth saying that they may begin selling drugs to actually do so, we also do not expect all youth who say they are getting out to do so. Further, we must acknowledge the strong possibility of youth who do not currently entertain the possibility of beginning a drug sales career to eventually get involved.

The point here is that because of the perceived profitability of the drug marketplace, even though risks are perceived by many as nontrivial, there will likely be a substantial supply of youth ready to involve themselves.

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EXHIBIT X-1

PERCEIVED MOTIVATIONS & DETERRENTS TO DRUG USE AS A FUNCTION OF DRUG USE, SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Overall Attitudes/permissiveness about drug use (Mean) (lower scores = less permissive attitudes about drug use)	15.1	$^{**}11.3^{a}$	27.8^{b}	55.9^{c}	$^{**}13.9^{a}$	14.2^{a}	29.4^{b}	$^{**}11.0^{a}$	44.7^{b}	14.6^{a}	45.7^{b}	$^{**}10.1^{c}$	$16.1^{b,c}$	$19.9^{a,b}$	25.3^{a}
Perceived risk of gateway substances (Mean) (lower scores = lower risk)	77.2	$^{**}81.0^{a}$	50.0^{b}	44.4^{b}	$^{**}79.1$	70.9^{b}	60.9^{b}	$^{**}81.9^{a}$	48.2^{b}	73.6^{a}	43.3^{b}	$^{**}82.0^{a}$	$75.3^{a,b}$	$73.6^{a,b}$	68.1^{b}
Perceived risk of other substances (Mean) (lower scores = lower risk)	94.5	$^{**}96.7^{a}$	86.5^{b}	71.0^{c}	$^{*}95.2^{a}$	95.4^{a}	87.0^{a}	$^{**}96.7^{a}$	78.0^{b}	96.7^{a}	74.4^{b}	$^{**}96.8^{a}$	95.1^{a}	$92.8^{a,b}$	88.4^{b}

x $p < .10$ for overall ANOVA
* $p < .05$ for overall ANOVA
** $p < .01$ for overall ANOVA

Superscript letters can be used to identify groups that are or are not significantly different ($p < .05$). Group means with matching superscript letters are not statistically different ($p < .10$). Groups may have more than one superscript letter (e.g., $7.9^{a,b}$) indicating a similarity to one or more groups and a similarity to other(s). Group comparisons were determined by use of a Newman-Keuls post hoc procedure.

EXHIBIT X-2

MOST COMMON/SALIENT REASONS GIVEN FOR NOT USING ALCOHOL AND DRUGS

	Alcohol	Marijuana	Other Drugs
Number in Sample	280	326	326
Family Reasons, Total	13%	8%	17%
Parental prohibition	8%	6%	8%
Family consensus	5%	2%	9%
Reasons Stemming from Concern about Physical and Mental Health, Total	34%	64%	53%
Concern for health affects/adverse affects on physical abilities	15%	28%	17%
Concern about effects on emotional or psychological state	2%	6%	4%
Generalized fear of destructive potential	8%	18%	19%
Concern about addictive potential	1%	3%	2%
Seen bad things happen to others (turn into drunks/addicts, get hurt or killed, get arrested)	8%	9%	11%
Personal Reasons, Total	47%	24%	24%
Don't like taste or smell	31%	7%	4%
Don't need it/not interested in it	12%	15%	15%
Friends don't use it/peer pressure	4%	2%	5%
Total Other Reasons	6%	4%	6%

EXHIBIT X-3

ATTITUDES TOWARDS SELLING DRUGS AS A FUNCTION OF DRUG USE, DRUG SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Person
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent saying that it is very likely that someone dealing drugs for a year:															
Will get caught by the police	48	49	36	43	48	56	38	50	34	40	53	49	51	43	43
Will go to jail for some time	36	36	50	30	37	33	25	38	34	23	40	41	36	32	25
Will get severly hurt or killed	62	64	71	40	61	65	50	66	59	43	33	68	57	51	58
Total perceived risk of selling drugs (Mean)	78.0	$^{**}77.8^{a}$	77.9^{a}	67.9^{b}	$^{**}79.5^{a}$	75.5^{a}	63.0^{b}	$^{**}80.0^{a}$	$74.4^{a,b}$	67.8^{b}	66.7^{b}	$^{**}81.2^{a}$	$77.0^{a,b}$	73.9^{b}	72.4^{b}
Percent saying at least some															
Students at school sell drugs	68	68	50	70	67	83	77	67	69	86	54	59	77	78	77
Friends sell drugs	35	31	42	67	28	56	84	27	48	71	80	22	44	40	55
Adults in neighboorhood sell drugs	50	49	36	67	48	61	66	48	55	66	60	43	52	63	61
Percent saying at least $1,000/wk is earned by:															
Students selling drugs at school	36	36	21	43	36	22	41	35	45	40	20	30	43	41	39
Friends selling drugs	21	18	50	43	17	39	59	14	45	54	47	11	28	30	39
Adult street dealers	45	43	50	63	45	44	47	43	66	46	47	41	42	51	58
Number of personal problems experienced because of drug or alcohol use (Mean)	40.3	$^{**}0.18^{a}$	1.3^{b}	2.7^{c}	$^{**}0.26^{a}$	1.0^{b}	1.6^{c}	0.13^{a}	1.6^{c}	0.60^{b}	3.2^{d}	0.17^{d}	0.25^{c}	0.68^{b}	1.1^{a}

EXHIBIT X-3 (CONTINUED)

ATTITUDES TOWARDS SELLING DRUGS AS A FUNCTION OF DRUG USE, DRUG SALES AND CRIMINAL INVOLVEMENT IN THE PAST YEAR

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent who say students now selling drugs will be doing it after they finish school as:															
Main job	33	33	21	43	32	39	41	32	34	40	40	29	35	35	42
Sideline	44	44	43	40	44	56	34	44	41	43	40	42	47	46	44
Percent saying it's at least somewhat likely they will sell drugs after they finish school	10	5	21	60	4	17	63	5	34	35	74	4	12	11	25
Students who expect to be selling drugs after schooling is complete (N=43) will be doing it as:															
Main job	30	24	33	37	20	0	45	11	27	33	45	17	33	18	40
Sideline	67	71	17	63	75	100	55	78	73	67	55	83	50	82	60

x $p < .10$ for overall ANOVA
* $p < .05$ for overall ANOVA
** $p < .01$ for overall ANOVA

Superscript letters can be used to identify groups that are or are not significantly different ($p < .05$). Group means with matching superscript letters are not statistically different ($p < .10$). Groups may have more than one superscript letter (e.g., $7.9^{a,b}$) indicating a similarity to one or more groups and a similarity to other(s). Group comparisons were determined by use of a Neuman-Keuls post hoc procedure.

CHAPTER XI

SCHOOL AND MEDIA SERVICES AND PROGRAMS

We asked respondents a series of questions about information they received from schools, specific school programs that provide information on drugs and alcohol, their participation in the programs, and program helpfulness. Our purpose was to help identify actions that the school and community can take both to help prevent youth from using and selling drugs and, for those currently using and selling drugs, to reduce such behavior.

First we present a brief description of current school-based substance use programming (outlined by the D.C. Public Schools' Office of Substance Abuse).

D.C. Schools Substance Abuse Programs

Since 1942 the D.C. Public Schools have provided substance use information to students through grades nine as part of a mandatory health education course. Each year students participate in a required six week unit on "tobacco, drugs, and alcohol." An elective course containing material on substance use is available for students in grades ten through twelve.

In recent years the D.C. Public Schools have introduced many substance use prevention programs into its school system. Approximately three years ago, the school system established peer counseling activities such as "SUPERteam" ("Students United With Pros to Encourage Responsibility") and "SANDS" ("Sports Activities Not Drugs"). In these programs, students are selected and trained to help others who want peer counseling. The students seeking peer counseling do so strictly on a voluntary basis. The school system estimates that there are 100 counselors in each program.

The school system also sponsors a variety of programs where an outside agency periodically visits certain schools to provide information to students on drugs and other topics, such as sex education and AIDS. For example, the Youth Awareness Program (YAP) brings in outside experts such as police, doctors, and

other specialists. The program, generally attached to health education courses, is coordinated by the school system's Security Office, and involves twelve elementary and junior high schools.

The Drug Mobile program uses a van staffed by a contractor, funded by the District of Columbia government, and coordinated by one teacher at each school visited. The drug mobile visits thirteen elementary schools one hour each week and schedules visits to other schools on request. It provides pamphlets, television and video presentations, exhibits, and displays of drug paraphernalia.

Individual schools have clubs, such as the "Just Say No" Clubs. The "Just Say No" clubs are coordinated by the YMCA and exist in about 30 elementary and junior high schools (not those that use the drug mobile). "Just Say No" clubs also focus on elementary schools. Other schools have different clubs such as "Substance-Free" clubs. These clubs hold meetings during or after official school hours, depending on the school's preference.

Each school is also supposed to maintain an information center, located in the vocational counseling office, the library, the principal's office or some central location. Here, youth can pick up informative materials (e.g., pamphlets, flyers) about substance use.

One school, Shaw Junior High School, had recently assigned a full-time teacher to teach drug education instead of physical education. Each student attends the full-year course. However, since Shaw declined to participate in our study, any impacts of this program could not be assessed here.

Exposure to School Drug Programs

We began our set of questions by asking respondents whether they had received any information about drugs or alcohol as part of any of their regular classroom activities, and if so, during what grades. We also asked if the information had any effect on their own use of drugs or alcohol.

Forty percent of all respondents and 63% of heavy users reported that they had never received any information on drug or alcohol use as part of their regular classroom activities (See Exhibit XI-1 for details). Of those who reported frequently selling drugs, 59% said they had not received such information. Light users and infrequent sellers were slightly below the overall 40% not receiving any information. Of youth that

reported neither using nor selling drugs, 37% reported not having received any information as part of regular classroom activities.

Some reported receiving information about drugs/alcohol in their regular classes during the fifth or sixth grade (11% and 16% respectively). About 34% reported receiving the information in the seventh grade, 44% in eighth, and 49% in ninth grade. Smaller percentages of frequent sellers and heavy users reported receiving such information in each grade, particularly in the seventh through ninth grades.

We do not know whether the large proportion of respondents who reported not receiving any information is primarily a problem of faulty recall or labeling, or that the information presented was less than noteworthy. Regardless, respondents felt that much could, and should, be done to improve the information provided by schools concerning drugs and alcohol.

Effects of Classroom Programs

On the brighter side: of those saying they received information in class, 68% said it affected their usage. Also, most of these respondents indicated that the information had discouraged use, both by increasing their awareness of the risks of drug use and by providing better information about drugs and alcohol. This held true to a lesser degree for respondents reporting selling or using drugs--about 46% of both those who reported using and those who reported frequently selling drugs in the past year. However, as noted earlier, the percent of users reporting receiving information in their classrooms was small. Sixty percent (60%) of infrequent sellers who recalled receiving information reported the information had affected their use of drugs.

Knowledge of Special Programs

Only small percentages of students reported having knowledge or having used specific school substance use programs (See Exhibit XI-2 for details). The only exception concerned the availability of pamphlets at an information center. Here, 62% of respondents reported knowing about the information center. Both drug use and sales were linked to lower awareness of information centers. Only 37% of heavy users, but 57% of light users (as compared to 64% of non-users) reported knowing about the centers. Only 41% of frequent sellers, but 78% of infrequent sellers, reported knowing about the centers.

Knowledge of "Just-Say-No" Clubs and peer-run counseling programs was reported by less than one-third of the students. About the same percentages of users and sellers of drugs reported knowing about the counseling programs as non-users and non-sellers. For "Just-Say-No" clubs, smaller percentages of both heavy users and frequent sellers reported knowing of them than did other groups (about 21% in each case as compared to about 31% for other groups). A somewhat higher proportion of light users (43%) reported knowing of these clubs.

Use of Special Programs

Knowing of a special program is a prerequisite for using it. Those who knew of the programs were asked whether they had used the program. Of all those using school information centers, 79% reported no sales or use of drugs. Information centers were reported as being used by 19% of all respondents, more by light users (35%), but less by heavy users (11%). Sixteen to Seventeen percent of sellers, both frequent and infrequent, reported using information centers (See Exhibit XI-3 for details).

Of the total sample, 9% reported participating in peer counseling programs. Most of the respondents that reported use of the program (74%) also reported no sales or use of drugs during the past year. Of those that reported selling but not using drugs, 14% reported participating in a counseling program; 20% of those that both used and sold drugs in the past year reported participating in peer counseling.

Third in level of participation were special clubs like "Just-Say-No" clubs. Eight percent (8%) of respondents said they participated in such clubs. They were attended mostly by respondents indicating neither drug use nor sales (73%). However, approximately 20% of both the light users and infrequent sellers reported involvement in these programs, as compared to 7% for non-users and non-sellers. Only 3-4% of heavy users and frequent sellers reported involvement in these programs.

Program Helpfulness

Of those that reported using information centers, over three quarters (76%) rated them helpful. A somewhat higher percentage of those who either sold or used drugs in the past year reported them as helpful (87%). The findings are similar for the peer counseling program. Overall, 79% of those using the program assessed it as being helpful or extremely helpful, including 82% of those either using or selling drugs. Finally, for the "Just-Say-No" program, of those reporting using the program, 73% reported that the program

was helpful; 78% of those who reported having used or sold drugs during the past year and who had used the program, also reported it as helpful.

Summary of School Substance Abuse Programs

In summary, it appears that despite repeated exposure in mandatory classes, a large minority of ninth and tenth graders reported never having received drug or alcohol information in the classrooms. Further, few ninth and tenth graders appeared to know much about the various drug education programs at schools other than the availability of pamphlets at information centers. Fewer students actually used these programs. In general, most of the students who used the programs reported finding them helpful. However, fewer of the heaviest users and more frequent sellers reported knowing about programs or having received information in class. Still, of these heaviest users and frequent sellers that used a program, high proportions of respondents (at least a majority) reported that the programs were helpful.

These data suggest there is considerable need for schools to make a greater effort to publicize and provide information on drugs and alcohol use, both in terms of coursework and through additional programming. The data suggest that programs developed by the school system need to be better promulgated, with more availability and more effort applied to their implementation. It appears that such programs, even though small scale (such as the use of information centers) are helpful to students when used.

Youth Responses to Open-ended Questions about How to Improve School Substance Use Programs

Twenty-one percent (21%) of the respondents gave concrete responses to an open-ended question concerning actions that schools could take to improve existing substance use programs. Suggestions were provided by 20% of those who reported that they had used or sold drugs in the past year.

The following are the principal suggestions made by the respondents for improving the school program for reducing substance use:

- Many respondents suggested increasing communicator credibility, hence the potential impact of drug information, by bringing in persons with direct experience with drug use, such as former drug addicts, doctors, and police to provide more hands-on information;
- Similarly, a large number suggested increasing communicator status by bringing in celebrities;

- o Some suggested using alternatives such as videotapes, TV, plays, songs, and other entertainment and stories;
- o Some students suggested the need for more small group interaction programs (e.g., rapping about drugs);
- o A number of respondents felt that information should be provided more frequently, perhaps as a full course;
- o Others felt that it was important to get all students to attend these sessions. (Note that the absenteeism rate in the District can be quite high in individual classes.); and
- o Some interesting recommendations made by one or two students each included suggesting use of gym classes as places for providing information on substance use and the use of a "buddy" system for protecting against substance use.

Media Substance Use Prevention Efforts

Awareness of Messages

Respondents were asked to indicate whether they had seen anti-drug or anti-alcohol ads aired on television or radio, or in magazines, how the campaign affected their use of drugs or alcohol, and what they thought might be done to improve these ads to get the message across to other youth.

More than 3 out of 4 respondents (78%) reported that they had seen or heard such ads. Users were less likely to have reported seeing such ads (59%), while sellers were somewhat more likely than others to have reported seeing such ads, 82% (See Exhibit XI-4 for more details).

Effects of Media Messages

As the second section of Exhibit XI-4 shows, 33% of the total sample reported that their use of drugs of alcohol was affected by these ad campaigns. A somewhat higher percentage of light users reported they were affected by the ads, but a substantialy smaller percentage of heavy users reported they were affected by these ads.

Of those reporting seeing such ads, 44% reported that these ad campaigns had some effect on their use of drugs or alcohol. A very high percentage of light users (75%) who saw these ads, reported that the media

had affected their use. However, only 16% of the heavy users who saw such ads reported being affected by them.

Thirty percent (30%) of respondents provided a specific reaction when asked an open-ended question about how the campaigns had affected their use of drugs or alcohol. Of those respondents reporting some effect, a large majority (77%) indicated that the effects were towards reducing drug use. However, we cannot tell from our information whether the ads actually prevented or reduced usage, though the implication from the students' responses are strong that the media ads at least strengthened the resolve of students who were off drugs to stay off.

The dominant theme of these responses was that the ads made them more aware of the potential dangers of using drugs (40%). One heavily aired public service ad was identified and specifically mentioned by 10% of those responding to the open-ended question--the ad equating eggs frying in a pan to drugs frying one's brain.

While we cannot be certain about the ultimate impact of such ads on drug use, we can be certain that such memorable images will benefit and be benefitted by their inclusion or coordination with other school, community or media-based substance use programs.

Improving Media Messages

We also asked all respondents an open-ended question as to how they thought the ads could be changed to better communicate their message to youth. The twin themes noted above again emerged: providing more information concerning the potential dangers of drug use and heightening communicator credibility and status (such as by using celebrities and "experts" respected by the youth). Only 5% of respondents stated that they did not think advertisements could do any good. An additional 12% indicated that they felt that the ads were fine as they currently are.

Approximately 20% of those responding to questions suggested that the ads needed to include more information on the potential dangers and effects of substance use. About 14% suggested greater use of celebrities. Others (6%) suggested that the ads be focused more toward young people. An additional 5% felt that the ads should portray former addicts. Nine percent (9%) felt that what was needed was more advertisements. An additional 7% suggested that there be more such advertisements at the school (such as

posters) and one respondent suggested placing posters where the youngsters "hang out." Three percent (3%) of respondents specifically suggested the use of music, perhaps a rap record, to advertise against substance use. (One person suggested that ads depict addicts in detoxification situations, showing how they look while they are under the influence.)

Television

Interviewers also asked respondents about their favorite television and radio programs and personalities, their favorite radio stations, and about the amount of time they watched TV and listened to radio in the past week.

Less than 5% of the respondents indicated that they had not watched TV in the past week. The average watching time for respondents, including the few who said that they did not watch TV at all, was 22 hours. Of all respondents, 41% watched TV less than 14 hours a week, 24% watched 14-27 hours, and 35% watched over 28 hours per week.

Nine of ten respondents (90%) named a favorite TV program. By far, the most popular show mentioned across each group of respondents was the Bill Cosby show. While 32% of all respondents mentioned this show as their favorite, Cosby appealed to all groups of youth--38% of those who reported using but not selling drugs, 20% of those who were involved with selling drugs (either as sellers only or as both sellers and users), and 16% of those who reported selling drugs frequently.

The next and only other show with any sizable nomination for "favorite TV show" was Alf (6% of respondents). Alf was also generally popular across respondent groups (e.g., 9% of those who sold, but did not use drugs, 7% of those who reported that they both used and sold drugs, 13% of those who reported selling drugs frequently, and 3% of heavy users).

Not surprisingly, when asked who was their favorite TV personality, Bill Cosby was favored by 43% of all respondents and 29% of those who sold but did not use drugs, 13% of those who both used and sold drugs, and 41% of those who used drugs but did not sell them. No other individual was reported as their favorite by more than 4% of those sampled.

Radio

Only 9% of the sample reported not having listened to any radio in the past week. The average amount of time reported for listening to radio in the past week was 19 hours. Overall, 89% of the respondents had a favorite radio station. Exhibit XI-5 summarizes these findings for the four stations mentioned most frequently, together accounting for 75% of all mentions. The WDJY (100.3 FM), an "urban hits" station, was the overall favorite station mentioned (32%). It was reported first across almost all groups of respondents (e.g., 22%-25% of all of drug use and sales groups). WPGC (95.5FM), a "contemporary cross-over" station, WKYS (93.9 FM), an "urban contemporary" station, and WOL (1450 AM), a "soul" station were reported as favorites by 16%, 15%, and 12% of respondents, respectively.

Based on these respondent ratings of favorite radio stations, these four stations appear to be the stations most likely to be able to reach male youth in this age group, whether the messages are aimed at any of the groups: drug users, drug sellers, or youths neither using or selling. None of the other radio stations was identified by any significant proportion of the sample population.

EXHIBIT XI-5

PERCENTAGE OF RESPONDENTS REPORTING EACH RADIO STATION AS THEIR FAVORITE

Group Reported as	N	WDJY 100.3 FM	WPGC 95.5 FM	WKYS 93.9 FM	WOL 1450 AM
Neither using nor selling	308	33%	17%	13%	11%
Using only	29	31%	10%	24%	7%
Selling only	35	26%	6%	20%	29%
Both using and selling	15	27%	27%	27%	7%
All respondents	387	32%	16%	15%	12%

Note: These four stations accounted for 75% of the respondents in the sample. The remaining 25% did not give a favorite station (11%) or were spread out over many other stations (14%).

Six of ten (60%) respondents named a favorite radio personality. Brut Bailey of WDJY was the single most most often cited favorite radio personality (19%) He was named as most popular across most respondent groups. (As of February 1989, Brut Bailey was no longer working at WDJY.) The second most frequently identified favorite radio personality was Donnie Simpson of WKYS (8%). The only other radio personality named as a favorite by an appreciable portion of respondents was J.J. Starr of WOL (7%).

Summary of Media Prevention Efforts

It appears that radio and TV might be used to reach significant proportions of all groups, users, sellers, and those currently neither using nor selling. Radio, because it is essentially local and can be easily tailored to meet the needs of the community, seems a potentially potent weapon in the fight against drugs. A large proportion of ninth and tenth grade youth could evidently be reached through the four Washington radio stations and specific radio personalities mentioned. TV programs and personalities can reach many youth either through specific shows or by airing relevant public service announcements as lead-ins or during their time slots. The preference for the Bill Cosby Show is national and should reach many inner city youth across the country. Our data, however, do not indicate the extent to which using such media and personalities to reduce drug use and sales in inner cities would be effective.

However, given the suggestions made to us by respondents, using the media and celebrities to help combat drug problems should contribute to youths' awareness of the dangers of drug use and support their decisions to "say no." Further, we suspect that these media should be receptive to the opportunity to perform their public service in assisting youth.

Treatment Programs

Youth were asked about their experience with drug and alcohol treatment programs. Only thirteen people in our sample indicated that they had entered a treatment program, of which only four had gone voluntarily. Eight of the 13 reported that after treatment they were able to remain drug or alcohol free until the present time. Though we sought additional information on the treatment programs, the number of youth who had used such programs was too small to provide much additional useful information.

Respondent Suggestions As To What Should be Done to Reduce Drug Use

At the very end of the in-person interviews, respondents were asked what they thought should be done, if anything, to reduce drug use among people their age. This was followed by a question that asked what they felt the schools should do and then what should be done by others. Of our total sample, 82% provided a response to the first question, 65% responded to second, and 50% provided a response to the third.

What Should Be Done to Reduce Drug Use?

The responses to this question (some respondents provided more than one suggestion) fell primarily into three categories: (a) actions relating to enforcement, (b) designing and implementing programs for students to help them avoid or reduce drug use, and (c) treatment programs to rehabilitate drug users.

Almost half (48%) suggested some form of action aimed at increased enforcement. Of these, 68% of respondents wanted to see tougher enforcement by both the police and courts, including such actions as jailing offenders for at least a few months, even if he was a juvenile. Another 19% of respondents wanted drugs to be prevented from coming into the area and country in the first place. Other suggestions included: more police at schools (5%), some form of curfew to keep youth off the streets at night (6%), and mandatory urine testing (3%). Only a few of the responses linked teachers to needed actions, though there was some hint from a few respondents that additional teacher knowledge and added action by them to enforce school regulations was desirable.

Of the respondents giving suggestions, 24% recommended additional programs or program information, particularly to provide more information on drugs and to help inform youth about the dangers of drug use. An additional 11% of those responding to this question suggested improving/increasing free-time activities available to youth through recreational centers, clubs and schools. Another 5% recommended more jobs for students, higher wages for youth, and jobs throughout the year, not just the summertime. Nine percent (9%) felt that there should be more parent control and involvement with their children, including more stricter rules at home. About 4% suggested strengthening treatment programs.

The responses to these open-ended questions of those respondents that reported using or selling drugs, surprisingly, were quite similar to the response of others. Each group, including sellers, suggested more enforcement and more severe punishment. Each group also suggested the need for extracurricular activities

such as sports, other recreational activities, and jobs. All groups felt that drugs should be kept from coming into the country and that there should be more education as to the effects of drugs on the health of drug users. Of course, not all sellers and users suggested these, but the proportions were similar to those of respondents reporting not using or selling drugs.

What Schools Should Do

When the respondents were asked what the schools should do to reduce drug use among youth, 41% suggested stricter enforcement within the schools. These students left the very clear impression that they believed drug use, drug sales, and violence in and around the schools was not met with adequate enforcement. Comprising this 41% were:

- 15% wanted tougher enforcement and stricter rules in general, including sending users to special schools, suspending them, or expelling them, if not actually arresting users and sellers and prosecuting them. One person indicated that on occasion users/sellers bribed teachers and others in the schools to obtain special privileges;
- 12% suggested some form of search of students and/or their possessions for drugs and weapons (including metal detectors and locker checks);
- 11% felt that more police or security guards should be placed in the school, perhaps one on every floor, some of whom would be undercover;
- 3% suggested requiring periodic drug testing of youth (and, where possible, providing those persons testing positive with treatment). Some of these respondents recognized that this violated privacy but felt such measures were warranted.

Most of the remaining responses suggested improved information programs within the schools. Some suggested mandatory drug programs and others more repetition of information. A small number pointed to specific programs they suggested be expanded, such as the "Say No To Drugs," Drugmobiles, and the Youth Awareness Program. Of all those responding to the question, 9% felt that it was important to bring in knowledgeable and credible people such as ex-addicts, current addicts, athletes, police, or informed celebrities into the schools to provide information and discourage drug use. Another 5% felt that more counseling was needed to help individual students. About 3% suggested that there should be more assemblies at which drug use was discussed. Three percent (3%) also suggested the need to hand out brochures or pamphlets to all students and to put posters or drawings in the halls. Finally, about 5%

recommended more after-hour programs, including weekends, to provide more constructive activities for students in their spare time.

What Others Should Do

Respondent suggestions regarding what should be done by others (outside the schools) to reduce drug use among people their age fell into three primary categories: (a) community/neighborhood action (28%), (b) stricter enforcement by the criminal justice system (18%), and (c) improved parent communication and control (14%). In addition, respondents provided a number of other suggestions such as encouraging spare-time activities for youth (such as sports leagues and jobs) and outside-school counseling and treatment programs.

Respondents recommending community action thought various forms of community or block watch programs involving both neighborhood people and the police would be effective. In addition, 10% recommended a closely related action that people should report incidents of drug sales or use observed in their neighborhoods. Some of these respondents pointed out that this meant that there would need to be a way to maintain the callers' anonymity so they would not feel threatened.

A major message here is that the students perceived an important need for direct personal involvement by neighborhood residents. A few respondents explicitly called for more cooperative activity by city government personnel, including the police, the fire department, and the Mayor. Some youth recommended more Muslim style activity to provide patrols, such as in Mayfair Mansions.

Summary of Chapter

High proportions of the respondents reported that they had not received much information on the problems or risks associated with of drug use. Their responses to open-ended questions indicated their concern about drug activity in and out of the schools which they felt might be positively affected if the criminal justice system, community, and schools better enforced the laws, rules, and regulations.

The responses to open-ended questions and to earlier structured questions give a strong sense that youth in these schools have a major problem to face in their life that distracts them from their pursuit to obtain a good education. Given the program activity reported by the school system (described at the beginning of this

section), it is not clear why 40% of the respondents reported that they had not received any information about the problems of using drugs or alcohol as part of their regular classroom activities. Further, it is unclear why large proportions of respondents reported no knowledge of other special program activities. Some of these latter prevention programs are outside regular school activities; some are only in some schools or have only been recently implemented. Regardless, across prevention/education programs, one problem that the students might have with recall may be that the material given just did not have an impact on the students, either through lack of interest, inattentiveness, or inadequacies in the way the material was presented to them. The students' responses to the open-ended questions regarding ways to improve the programs and reduce drug use for school aged youth emphasized the need for additional program information on a more sustained, recurring basis. Schools should emphasize disseminating substance use educational information to students on a regular basis.

High proportions of respondents provided suggestions when asked open-ended questions about needed improvements rather than merely saying they didn't know or nothing could be done. We believe that the suggestions of these youth warrant more than passing attention since they come from a group that has first-hand exposure to the problem.

As noted, these responses indicated that a large proportion of these students feel that much much more could be done about drug use prevention and curtailment in their schools and neighborhoods. They believed that more consistent enforcement of laws and regulations was needed in the schools, the homes, and the community.

They suggested considerable enhancement of programs within the schools on a broader basis, including required programs about the effects of drug use, much greater publicity in assemblies, more readily accessible information through notices, advertisements, and pamphlets, not just once but on a recurring basis. Further, they suggested much stricter enforcement, including more security in school buildings and the identification, reporting, and referral of drug users and sellers to appropriate sources for treatment or detention.

Respondents also highlighted the need for considerably more community action and much more encouragement to both students and citizens in the neighborhoods to report on drug sales and use in their neighborhoods, preferably in such a way as to protect callers.

Whether the police and court system could keep up with such an additional load of cases would be a major problem for the overall drug control system in the District of Columbia. Nevertheless, these suggestions may be useful as part of an overall city action plan if major steps are to be taken in protecting the youth and other citizens from the city's drug problem.

EXHIBIT XI-1

PERCENT REPORTING NOT RECEIVING ANY INFORMATION ABOUT PROBLEMS OF USING DRUGS OR ALCOHOL AS PART OF THEIR REGULAR CLASSROOM CURRICULUM

	SAMPLE SIZE	PERCENT
Overall	387	40%
Drug Use in Past Year		
NONE	343	38%
LIGHT	14	36%
HEAVY	30	63%
Drug Sales in Past Year		
NONE	337	39%
INFREQUENT	18	39%
FREQUENT	32	59%
Drug Involvement in Past Year		
NONE	308	37%
USED ONLY	29	52%
SOLD ONLY	35	49%
BOTH USED AND SOLD	15	60%
Criminal Involvement in Past Year		
NONE	195	36%
PROPERTY ONLY	37	49%
PERSONAL ONLY	83	46%
BOTH PROPERTY AND PERSONAL	72	42%

EXHIBIT XI-2

PERCENT THAT REPORTED KNOWING PARTICULAR SPECIAL SCHOOL PROGRAMS

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Person
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
SPECIAL SCHOOL PROGRAMS															
Peer Counseling	30	30	29	27	28	56	31	29	24	43	33	26	43	29	35
Information Centers	61	64	57	37	63	78	41	64	48	63	33	57	62	60	74
Gameboards	11	12	14	3	12	6	9	12	7	9	7	13	5	7	14
Drug Mobile	14	14	29	3	13	22	13	13	14	20	7	16	11	12	11
"Just Say No" Clubs	30	31	43	20	31	33	22	31	31	29	20	29	24	31	36
Substance Free Clubs	8	8	7	10	9	6	0	9	10	0	7	9	8	7	8
Other	14	15	21	3	14	17	9	14	14	17	0	13	8	16	17

EXHIBIT XI-3

PERCENT THAT REPORTED USING PARTICULAR SPECIAL SCHOOL PROGRAMS

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Personal
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	193	37	83	72
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
SPECIAL SCHOOL PROGRAMS															
Peer Counseling	9	9	6	11	8	22	13	8	3	14	20	8	19	6	10
Information Centers	19	19	35	11	19	17	16	19	24	17	13	18	24	14	24
Gameboards	4	4	6	4	4	0	9	4	3	6	7	3	5	2	8
Drug Mobile	6	7	6	4	6	11	9	6	3	11	7	6	8	7	6
"Just Say No" Clubs	8	8	18	4	7	22	3	7	10	11	7	6	8	7	13
Substance Free Clubs	2	1	0	4	2	0	0	2	3	0	0	2	3	0	1
Other	8	8	6	4	8	0	6	8	7	6	0	9	5	7	7

EXHIBIT XI-4

PERCENT REPORTING HAVING SEEN OR HEARD ANY CURRENT ANTI-DRUG OR ANTI-ALCOHOL ADS

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Person
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	78%	81%	57%	60%	78%	83%	81%	80%	52%	86%	73%	78%	78%	83%	74%

PERCENT WHO SAID THEIR USE OF DRUGS OR ALCOHOL WAS AFFECTED AS A RESULT OF THESE AD CAMPAIGNS

		DRUG USE IN THE PAST YEAR			DRUG SALES IN THE PAST YEAR			DRUG INVOLVEMENT IN THE PAST YEAR				CRIMINAL INVOLVEMENT IN THE PAST YEAR			
	Total	None	Light	Heavy	None	Infrequent	Frequent	None	Used Only	Sold Only	Used & Sold	None	Property Only	Personal Only	Property & Person
Number in Sample	387	343	14	30	337	18	32	308	29	35	15	195	37	83	72
	33%	34%	43%	10%	34%	28%	25%	34%	24%	31%	13%	35%	35%	34%	24%

CHAPTER XII

MULTIVARIATE ANALYSES

The previous text focused on describing the simple bivariate relationships between family, peer, school, and individual characteristics and the dependent measures of interest--drug use, drug sales, and other criminal involvement. These analyses provide an overall description of relationships without any indication of the relative importance of specific variables in explaining the relationship observed. This chapter describes the results of multivariate analyses which were used to identify the factors that, taken together, best discriminated between youth who used illicit drugs and/or been criminally involved in the past year and those who had not.

Three different types of analysis were used. Stepwise discriminant analyses (SAS, 1986) were used to identify the characteristics that best served to delineate:

- youth who had used an illicit drug from those who had not used drugs in the past year;
- youth who were light, heavy and non drug users in the past year;
- youth who were uninvolved both in using drugs and nondrug related crime, from those using drugs but uninvolved in crime, those involved in crime but not using drugs, and those involved both in drug use and criminal activities in the past year; and
- youth who neither used nor sold drugs, from those who had only used, those who had only sold and those who had both used and sold drugs in the past year.

In both stepwise discriminant and regression analyses minimum and maximum criteria were set for both entry into and removal from the final model. In both cases the criteria was set at $p<.10$. That is, for a variable to be included in the model, the F value associated with it had to occur by chance no more than ten times out of a hundred. Similarly, to be retained in the model after other variables were entered, the F value of already entered variables had to maintain a probability level of occurring by chance equal to or less than ten times out of one hundred. Fifty individual variable measures and constructed indices were included in each analysis in which drug use was the criterion measure. Forty-five noncrime related measures/indices were used in the discriminant procedure in which both drug use and nondrug related criminal involvement were set as the criterion measure.

The second set of analyses used the results from the initial stepwise discriminant analyses to test the resultant model on the full sample (Proc Disc--SAS, 1986). Here, goodness of fit is represented by the percentage of each group classified correctly.

The final set of analyses consisted of stepwise regression analyses in which personal, school, family and peer characteristics were regressed on actual drug use. Actual drug use was log transformed to attenuate the skew of the distribution. Respondent age was forced into the equation as the first step in order to remove a potential confounding factor in drug use attributable to the greater opportunity for drug use related solely to the opportunity for such experiences as one gets older.

We point out that in these analyses sample sizes for drug involved youth were small; in some cases too small to be expected to generate reliable results. Further, because many respondents had some missing data, the SAS procedures dropped them from the overall analyses. As expected, the problem of missing data was greater for problem youth than for youth uninvolved in crime or drugs. As a result the sizes of the groups of pivotal concern were diminished further. While many good techniques exist for estimating missing data, they take time and resources. Insufficient funding prevented us from working further with the data. As a result, findings from these analyses must be viewed as tentative. Also, these analyses were designed to look for overall patterns in the data. They were not set up to test specific theoretical propositions or hypotheses. Still, to the extent the findings from these analyses support or extend the results from the previously described bivariate analyses and support and extend extant theory they are valuable. Results of these multivariate analyses are described below.

Drug Use In The Past Year

Fifty variables and constructed variable indices (including household demographics, school, peer, community, and personal characteristics) were used in an initial stepwise discriminant analysis to identify the factors that discriminated between those who had used and those who had not used any illicit substance in the past year. As the data in Exhibit XII-1 indicates, discriminant analyses revealed that peer, school home, and personality factors were all excellent markers of drug use (Wilks' lambda=.66, $p<.0001$, average squared canonical correlation=.34). Compared to drug users, nonusers:

- felt that drug use was more harmful to health;
- were less permissive in their attitudes about drug use;

- committed, on average, far fewer and less serious crimes;
- had a more internal locus of control;
- received less support from friends, reporting that they were less able to talk with friends about important matters in their lives;
- felt they were getting more support at school;
- reported having somewhat more idle time;
- were much more interested in school; and
- had friends who used far fewer substances (i.e., alcohol or drugs)

When we looked at the discriminative power of the model we found the results disappointing. As can be seen in Exhibit XII-2 while 98.5% of the nondrug involved youth were classified correctly, the discriminant model classified successfully only a little more than half of drug involved youth (52.9%). Much of the inaccuracy in the model may be attributable to the small sample size of drug users upon whom the discriminant model was derived. Another possibility was that users were not themselves a single group.

In a subsequent analysis we split youth into three drug use groups--none, light, and heavy. Here we observed that age, impulsivity, self-esteem, head of household's level of education and occupation also had discriminatory power (Wilks' lambda=.52, $p<.0001$, average squared canonical correlation=.27). This analysis also indicated that weighted property crimes and number of hours spent listening to the radio were also useful in classifying youth as a function of drug use. Group means and partial R2's for each variable are presented in Exhibit XII-3. For variables corresponding between the two level (No use and Some use) and three level (None, Light and Heavy) criteria for drug use we find very consistent data patterns. It is however worth noting that light as opposed to heavy users:

- were more permissive in their attitudes about drugs;
- committed significantly less crime though still more criminally involved that nonusers;
- had friends who, on average used fewer substances;
- had a more internal locus of control;
- received more support at school;
- had greater interest in school; and

- reported less idle time.

Overall, on most of these measures, light users much more closely resembled nonusers than they did heavy users. In this regard, the differentiation between levels of use seems a valuable one to make.

In terms of the variables unique to this analysis we found that:

- users especially light users were older than nonusers;
- nonusers were least impulsive followed by light and heavy users;
- light users came from households with the most poorly educated head followed by heavy and nonusers;
- light users came from households in which employed household heads were employed in the highest SES rated jobs followed by nonusers and heavy users;
- light users boasted the highest self-esteem followed by nonusers. Heavy users had the lowest levels of self-esteem;
- weighted property crimes increased with level of drug usage; and
- light users spent the least time listening to the radio, followed by nonusers and heavy users.

Taken together, these data again suggest that light users are little different from nonusers. They however, differ in most every respect from heavy users. Surprisingly, these data indicate that in certain areas of personal resource development (e.g., self-esteem) light users may possess a small advantage over nonusers. However, samples are small and the relationship between age and personal resources temper such conclusions.

When we investigated this model's ability to classify properly respondents according to use group, we find the results far more heartening. As can be seen in Exhibit XII-4, 98.0% of nonusers were properly classified by the model as were 100.0% of light users and 76.9% of heavy users. Still, attrition of respondents due to missing data force us to remain tentative about this model.

Because survey respondents' age covered a four year span, there exists some potential for confounding between age and drug use. Therefore, we ran a stepwise regression (SAS, 1986) on self-reported total drug use in the past year (log transformed). After age had been incorporated into the model, family, school, peer and personal characteristics still contributed significantly to the amount of variance

explained by the model. These data are presented in Exhibit XII-5. Again we found many of the same variables contributing significantly to explaining drug use including:

- The total weighted crimes committed in the past year;
- More permissive attitudes about drug experimentation and use;
- Decreasing perceptions of risk attendant on drug use;
- Number of substances used by peers;
- More external locus of control;
- Increasing interest in school;
- Decreasing levels of idle-time;
- Decreasing levels of head of household's occupational SES classification;
- Increasing levels of perceived stress;
- Increasing number of hours spent listening to the radio; and
- Not having a part-time job.

In addition, head of household's level of educational attainment and perceived support at school seem to be functioning as suppressor variables, each being positively related to drug use in the final regression equation. Overall, the model accounted for 47.4% of the variance in the dependent measure. Exhibit XII-5 presents the step-by-step results of the analyses along with the derived Beta weights for each variable and the unique contribution of each variable to the equation (i.e., partial R^2).

We also attempted to perform similar analyses as a function of overall drug involvement--none, sold only, used only, and both used and sold drugs in the past year. However, missing data for those who both used and sold, reduced the sample size to a level much too small for even an exploratory analysis.

Overall Drug Use and Criminal Involvement

We also performed a discriminant analysis examining the factors which characterized four groups of youth based upon their involvement in drug use and non drug related criminal activities--those who neither used drugs nor were involved in nondrug-related crime in the past year, those who had done both, and those who had engaged in one but not the other behavior. We omitted weighted criminal activities from the

variable input list since we were classifying youth as a function of their criminal involvement. We again found family, school, peer, and personal characteristics to be important in differentiating these groups (Wilk's Lambda=.49, p<.0001, average squared canonical correlation=.21). Exhibit XII-6 presents these results.

Again, small group sizes make these results tentative. They are none the less tantalizing. Overall, the two groups of nondrug involved youth resembled each other on most measures. Interestingly, youth who did not use drugs but were involved in criminal activities in the past year were unlike other non drug users in that they were much more likely to report having been victimized (similar to those reporting both drug use and criminal involvement in the past year), condoning rule-breaking behavior, having friends who sold drugs, and having friends who used a greater number of drugs.

Compared to their nondrug involved counterparts, youth who had used drugs but not been otherwise criminally involved held far more permissive attitudes about drug use, saw less risk in using drugs, were older, had more friends who used drugs and these friends used greater numbers of drugs, perceived their locus of control as more external, and felt they were more readily able to talk with friends about important matters. These data highlight the importance of the peer group in fostering aberrant behavior--in this case substance use.

These data also clearly demonstrate that the most extreme scores on virtually every measure belong to the group who had been involved in both drug use and criminal activity in the past year. This group is clearly the least attached to conventional mores and institutions.

Exhibit XII-7 indicates that despite the intuitive nature of the derived model, the model is far from perfect. For the two extreme groups--those with involvement in neither drugs nor crime and those involved in each--83.4% and 66.7% of the youth interviewed were classified properly. Only slightly more than half (54.0%) of those who had not been drug involved but were criminally involved were classified properly and 72.7% of those who were drug but not criminally involved were classified properly. Again, small group sizes may be primarily responsible for the derived model not being more precise.

EXHIBIT XII-1

RESULTS OF DISCRIMINANT ANALYSIS ON DRUG USE

	DRUG USE IN PAST YEAR		
	None	Some	Partial R^2
Number in analysis	234	19	
Variables			
1. Perception that drug use is harmful to health (lower scores = less risk)	.91	.69	.152**
2. Drug attitudes/permissiveness (lower scores = less permissive)	.11	.33	.086**
3. Average weighted personal x property crime interaction term	127	1884	.031**
4. Locus of control (lower scores are more internal, higher scores are external)	.40	.52	.030**
5. Ability to talk with friends about important matters (lower scores = lower ability)	2.55	2.95	.028**
6. Perceived support at school from faculty (lower score = less support)	.74	.71	.022*
7. Amount of self-reported idle-time (lower score = more idle time)	1.79	1.89	.013x
8. Interest in school (lower score = more interest)	.21	.30	.014x
9. Average number of substances used by peers	1.07	2.95	.014x

** = $p < .01$
* = $p < .05$
x = $p < .10$

EXHIBIT XII-2

NUMBER OF OBSERVATIONS AND PERCENTS CLASSIFIED BY DRUG USE IN THE PAST YEAR

	CLASSIFIED DRUG USE		
Actual Drug Use	None	Some	Totals
None	320 98.5%	5 1.5%	325 100.0%
Some	16 47.1%	18 52.9%	34 100.0%
Total	336 93.6%	23 6.4%	359 100.0%

EXHIBIT XII-3

RESULTS OF DISCRIMINANT ANALYSIS ON DRUG USE

	DRUG USE IN PAST YEAR			
	None	Light	Heavy	Partial R^2
Number in Analysis	234	8	11	
Variables				
1. Drug attitudes/permissiveness (low score = less permissive)	.11	.23	.40	.116**
2. Perception that drug use is harmful to health (lower score = less risk)	.91	.71	.67	.094**
3. Weighted personal x property crime interaction term	127	720	2730	.053**
4. Average Number of substances used by peer/ friendship group	1.07	1.50	4.00	.043**
5. Locus of control (lower scores are more internal, higher scores are more external)	.40	.46	.56	.034*
6. Received support at school from faculty (lower scores = less support)	.74	.73	.69	.033*
7. Average Number of hours spent listing to the radio	18.2	13.5	37.0	.027*
8. Age	16.4	17.6	17.2	.023X
9. Inpulsivity (lower scores = lower levels of inpulsivity	.44	.28	.18	.025*
10. Weighted property crime	2.3	12.3	16.7	.023X
11. Interest in school (lower scores = more interest)	.21	.24	.35	.023X
12. Level of education of household head (lower scores = lower attainment)	2.03	1.00	1.82	.022X

EXHIBIT XII-3 (CONTINUED)

RESULTS OF DISCRIMINANT ANALYSIS ON DRUG USE

	DRUG USE IN PAST YEAR			
	None	Light	Heavy	Partial R^2
13. Amount of self-reported idle-time (lower scores= more idle time)	1.79	2.00	1.82	.022[x]
14. Employed Head of household's occupation (lower scores = lower SES job classification)	35.4	39.9	29.0	.021[x]
15. Self esteem (lower scores = higher self-esteem)	.21	.15	.32	.022[x]

** = p <.01
* = p <.05
x = p <.10

EXHIBIT XII-4

NUMBER OF OBSERVATIONS AND PERCENTS CLASSIFIED BY LEVEL OF DRUG USE IN THE PAST YEAR

	CLASSIFIED USE			
Actual Use	None	Light	Heavy	Total
None	243 98.0%	4 1.6%	1 .40%	248 100.0%
Light	0 0.0%	10 100.0%	0 0.00%	10 100.0%
Heavy	3 23.1%	0 0.00%	10 76.9%	13 100.0%
Total	246 90.8%	14 5.2%	11 4.1%	271 100.0%

EXHIBT XII-5

RESULTS OF STEPWISE REGRESSION ON ACTUAL SELF-REPORTED DRUG USE IN PAST YEAR

Variable	B Value	Partial R^2	Model R^2	F
Average weighted personal x property crime interaction term	.0002	.252	.258	84.8**
Drug attitudes/ permissiveness (lower scores = less permissive)	1.37	.092	.349	35.1**
Perception that drug use is harmful to health (lower scores = less risk)	- .99	.023	.372	9.00**
Average number of substances used by peers	.06	.016	.388	6.4*
Average number of hours spent listing to the radio	.005	.012	.400	5.1*
Perceived support at school from faculty (lower scores = less support)	.53	.012	.412	5.0*
Respondent had part time job	- .18	.011	.423	.46*
Locus of control (lower scores = more internal)	.50	.010	.433	4.1*
Interest in school (lower scores = more interest)	1.06	.009	.442	4.0*

EXHIBIT XII-5 (CONTINUED)

RESULTS OF STEPWISE REGRESSION ON ACTUAL SELF-REPORTED DRUG USE IN PAST YEAR

Variable	B Value	Partial R^2	Model R^2	F
Amount of self-reported idle-time (lower scores = more idle time)	.24	.008	.450	3.6[x]
Occupation (lower scores = lower SES job classification)	-.005	.009	.459	3.9[x]
Perceived Stress (lower scores = more perceived stress)	-.42	.008	.467	3.6[x]
Level of Education of household head (lower scores = lower educational attainment)	.06	.007	.474	3.0[x]

** $p < .01$
* $p < .05$
x $p < .10$

EXHIBIT XII-6

RESULTS OF DISCRIMINANT ANALYSIS ON DRUG/CRIME INVOLVEMENT

	DRUG/CRIME INVOLVEMENT IN PAST YEAR				
	No Drug or Crime Involvement	No Drug but Crime Involvement	Drug but no Crime Involvement	Drug - and Crime Involvement	Partial R^2
Number in Analysis	175	152	11	24	
Variable					
Drug Attitudes/permissiveness (lower scores = less permissive)	.08	.14	.30	.35	.18**
Perception that drug use is harmful to health (lower scores = less risk)	.93	.89	.72	.66	.11**
Interest in school (lower scores = more interest)	.19	.24	.21	.37	.09**
Condone rule breaking (lower scores = less rule breaking)	.09	.19	.13	.39	.08**
Having friends who sell drugs (0 = None, 3 = lots)	.71	1.39	1.13	1.91	.05**
Average age	16.4	16.6	17.1	16.8	.04*
Average number of substances used by friends	.83	1.29	1.63	3.9	.04*
Locus of control (lower scores are more internal)	.41	.40	.58	.47	.03*
Average number of types of physical victimization experienced (0-5 events)	.37	.73	.13	1.0	.03x
Ability to talk with friends about important matters (lower scores = less ability)	2.49	2.61	3.25	2.73	.03x

** = p <.01
* = p <.05
x = p <.10

EXHIBIT XII-7

NUMBER OF OBSERVATIONS AND PERCENT CLASSIFIED BY DRUG/CRIME INVOLVEMENT IN THE PAST YEAR THROUGH DISCRIMINANT ANALYSIS

	CLASSIFIED AS:				
Actual:	No Drugs or Crime Involvement	No Drugs But Crime Involvement	Drugs but No Crime Involvement	Drugs and Crime Involvement	Totals
No Drug or Crime Involvement	146 83.4%	27 15.4%	0 0.0%	2 1.1%	175 100.0%
No Drug but Crime Involvement	68 44.7%	82 54.0%	0 0.00%	2 1.3%	152 100.0%
Drug but no Crime Involvement	3 27.3%	0 0.0%	8 72.7%	0 0.0%	11 100.0%
Drug and Crime Invovlement	2 8.3%	6 25.0%	0 0.00%	16 66.7%	24 100.0%
Totals	219 60.5%	115 31.8%	8 2.2%	20 5.5%	362 100.0%

CHAPTER XIII

SUMMARY AND CONCLUSIONS

This study was designed to:

- find out how inner city adolescent males who used and/or sold drugs or been involved in other criminal activities differed from those who had not used or sold drugs or been involved in other criminal activities; and
- provide information to program officials to help in designing drug prevention and treatment programs, and to policymakers in dealing with substance abuse and related delinquency.

It is important to stress that our study sample consisted of minority adolescent males of ninth and tenth grade age who live in economically distressed sections of the District of Columbia. This is an extremely high risk group. The experiences described here can provide valuable guidance to those who must deal with drug use and related problems.

Results in Brief

Some of the findings are new. Others confirm the findings of previous studies. We found nothing major that is inconsistent with other research. Note that our findings are based primarily on self-reported information.

<u>The Relationship between Drug Use and Criminal Activities</u>

- The majority (61%) of the adolescents in the sample had committed a crime at some time in the past. The most common crime was carrying a concealed weapon (28%). This compares with 16% who had sold drugs, and 5% who had shot, stabbed, or killed someone.
- Overall, 18% of the sample had ever used illicit drugs, the most common being marijuana (16%). PCP use was more than twice as high (10%) as crack use (4%).
- The heavier drug users and more frequent drug sellers committed more crime and more serious crimes than other groups.
- A higher percentage of sellers reported committing crimes against persons than did nonsellers.

- A higher percentage of users reported committing crimes against property than did nonusers.

- Those who both used and sold drugs reported committing more crimes and more serious crimes than did others.

- Almost half (45%) of those who had used but not sold drugs in the past year had never been involved in any other type of crime. In sharp contrast, all youth who sold but did not use drugs in the past year had some other crime involvement. The vast majority of these (86%) had never used drugs themselves. Similarly, all youth who had both used and sold drugs in the past year reported other recent criminal involvement.

- Whether drug involvement preceded or followed non-drug-related criminal activity depended on the type of drug involvement (use and/or sales). Of those who had used but not sold drugs and had committed some crime in the past year, about equal proportions started using drugs first as started committing crimes first. But the heavier drug involvement, the more likely the adolescents were to have started using drugs before turning to crime. More specifically, those who had both used and sold drugs during the past year were more than twice as likely to have started using drugs first as were drug users who did not sell.

- Drug users and sellers proved to be two distinct groups. Frequent sellers were more like those who neither used nor sold drugs than like drug users in their identification with parents and school performance and interest. But they were more like drug users than nonusers/nonsellers in their attitudes concerning risk-taking, rule breaking and alienation. Those who frequently sold but did not use drugs were younger than those who used drugs heavily.

Characteristics of Heavy Drug Users

- Users were older than nonusers, and heavy users began earliest in life.

- Household composition was not related to drug use, but users were more likely than nonusers to come from households where the head had not graduated from high school.

- As drug use increased, both the perceived level of home environment and support, and the perceived similarity between the adolescent and his parent(s) on a number of important attitudes and values decreased.

- Drug use was higher in households where other members engaged used drugs or alcohol. Drug use was also higher in the group of adolescents who shared drugs or alcohol with household members than in the group who did not.

- Interestingly, drug use was also higher for those who had seen other household members experience personal difficulties because of drugs or alcohol and for those who had experienced such difficulties themselves.

- Respondents were less likely to use drugs if they were enrolled in school, interested in school, perceived the school environment as healthy, felt that faculty provided support, and had good grades.

- Drug use differed little according to number of friends, spare time activities, or perceptions about the level of support from friends. However, compared to those uninvolved in drugs, youth using or selling drugs spent more of their time with friends rather than family, and perceived themselves as more similar to friends on a series of important attitudes. Our respondents clearly chose peers who shared their attitudes and behaviors.

- Adolescents involved with drugs scored significantly higher on personality measures relating to risk-taking, rule-breaking, impulsivity, emotional instability, and alienation than those who were not. They scored significantly lower on self-esteem.

Overall, adolescents who were heavily involved in drugs were distant from the traditional institutions charged with responsibilities to socialize youth--family, schools, and church. They receive the bulk of their emotional support from peers, many of whom share the same predilections. This picture characterizes the heaviest drug users, and to a lesser extent, frequent sellers (regardless of their own drug use). Most estranged of all were the 4% who had both used and sold drugs in the past year. This estrangement may create a very destructive cycle for youth in which the social values of their society are supplanted by their own perceived needs and wants.

Program Awareness and Effectiveness

- Only a minority of youth (40%) interviewed reported ever receiving information concerning substance use as part of their regular classroom activities despite the fact that such information is included in mandatory health education classes through grade nine in the D.C. Public Schools.

- While almost two-thirds of the respondents knew that schools had central locations at which information about drugs and alcohol could be obtained anonymously, no more than a third of students reported knowing about other special drug education services available at their schools.

- Despite the fact that relatively few youth reported knowing about special drug education programs or services or remembered receiving relevant classroom instruction on the subject, those who had used the services or recalled the instructional material reported them as helpful in decreasing their drug use or maintaining their abstinence.

- Respondents felt more programs were required both during and after school to assist students in keeping off drugs.

- Youth also felt that the electronic media (radio, TV) could provide assistance in decreasing drug use through airing effective, informative Public Service Announcements.

- They felt that programs and information should be provided by credible and/or admired communicators and should focus on providing more complete and balanced information concerning the risks of drug use.

Other Recommended Activities

- Two thirds of respondents felt that tougher enforcement of rules by parents, schools, and law enforcement agencies might be effective in reducing drug use among adolescents.

- Respondents also noted the importance of special programming both before and after school, not only to educate youth about the inherent dangers of substance use, but also to provide alternatives for use of their idle time.

The study findings are presented in more detail by topic area after the study methods have been described.

Study Methods

Our sample consisted of 387 male adolescents. Of these, 307 were selected randomly from the ninth and tenth grades in schools serving the poorest sections of the District of Columbia. An additional 80 adolescents in the same general age range were randomly selected from community centers serving the same areas of the city. The adolescents from these centers were older on average and more likely than those in the school sample to have dropped out of school.

Respondents answered detailed questions about their drug use, drug sales, and other delinquent behavior as well as their family and home environment, their attitude and behavior towards school and friends, and how they saw themselves. In order to analyze much of this information, we initially grouped respondents according to their standing on four descriptive/classificatroy variables:

- Drug use (none, light, and heavy);[1]

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1 Light drug users smoked marijuana less than 24 times in the past year and/or used other drugs (excluding cigarettes and alcohol) fewer than six times in the past year. Heavy users consumed marijuana and/or other drugs more frequently in the past year.

- o Drug sales (none, infrequent, frequent);[2]

- o Overall involvement in drug use and sales (none, used but did not sell, sold but did not use, used and sold); and

- o Criminal involvement (none, crimes only against property, crimes only against persons, crimes against property and persons).[3]

We explored the interrelationships among these activities. We also explored the relationships among these activities and the personality characteristics of the adolescents themselves, as well as their family characteristics, and their school and peer functioning.

In addition to survey data, we obtained secondary source information from schools (attendance and grades) and the criminal justice system (police and court contacts). We were not able to obtain school information on all nonrespondents or on all members of the supplemental sample. We obtained police and court records for the full sample, however, and found no significant differences between respondents and nonrespondents in arrests or adjudication. This leads us to believe that any bias between respondents and nonrespondents is small.

Patterns of Drug and Alcohol Use (Chapter III)

Youth in our school-based sample demonstrated much lower levels of substance use and crime than the youth in the community center supplemental sample. This is in line with much speculation and a growing literature concerning the links between dropping out of school, drug use, and criminal activities. The two groups are not directly comparable because they differed in age, but the major differences between the two do support the notion that school dropouts are more likely to engage in drug use and/or criminal activities than those who remain in school.

Except for alcohol and cigarettes, less than a quarter of the sample had used drugs. Overall, 18% of respondents reported ever using marijuana or another illicit substance; 11% had used one or more of these drugs in the past year. (It is important to remember that estimates of prevalence are limited to our sample and should not be generalized to the population as a whole.) Alcohol use was highest (53% had used

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2 The infrequent sales group was composed of youth who sold drugs fewer than six times in the past year. Frequent sellers sold drugs six or more times in the past year.

3 Categories of criminal involvement exclude self-reported drug use and drug trafficking.

alcohol, with two-thirds of these reporting only occasional use). Cigarette smoking was next (24% used cigarettes, with three-quarters of these smokers reporting no current use). Marijuana had been tried by 16%, PCP by 10%, cocaine (excluding crack) by 5% and crack by 4%. Cocaine in all of its forms had been tried by 7% of sample respondents. Other drugs were rarely mentioned.

Thus, our study indicates that concern about use of PCP--a highly psychoactive substance often linked with violent crime--in the District is warranted. Concern about crack use is warranted too. However, the study does not support the popular notion that use of crack is pervasive among this age group.

Youth began trying the most commonly used substances (i.e., cigarettes, alcohol, marijuana, PCP, cocaine and crack), between the ages of 13 to 14. Somewhat paradoxically, youth began trying harder drugs (e.g., heroin) even earlier. This is because harder drugs were used only by the heavy drug users, who began experimenting with drugs earlier in their lives than did the light users. Early drug use is often observable and presents a good way to identify early the youth who are at risk so that they can be channeled into activities designed to help them stop using drugs and, perhaps, cope with the reasons for their drug use.

Patterns of Criminal and Drug Activity (Chapter IV)

Criminal activity was much more widespread than drug use among our respondents. Overall, 61% had committed at least one of fifteen types of crime at one time or another, and 50% had committed a crime in the past year. Adolescents did not seem to specialize in particular crimes. It may be that it takes time and experience to develop skills and preferences. The most common crime was carrying a concealed weapon (28% of the sample), followed by being part of a group that attacked or threatened someone (23%), ever dealing in stolen goods (17%), ever selling drugs (16%), ever robbing someone (9%), ever committing burglary (6%), and ever shooting, stabbing, or killing someone (5%).

Selling versus Using Drugs

Similar proportions of our sample sold (16%) or used (18%) drugs, but the two groups did not overlap very much. Of the adolescents who did either, for example, 44% only sold drugs and 37% only used drugs--leaving 19% who did both.

Arrests

About 3 out of 10 respondents reported being arrested for the crimes they said they had committed in the past twelve months. Even if these are understatements of actual arrests, they make it clear that any crime fighting strategy built on the likelihood of detection and arrest to achieve deterrence may need to go a very long way before it shows an impact on delinquency rates. More importantly, although youth already perceived substantial risks in selling (and using) illicit substances, these beliefs did not deter them from taking such risks. This combination of findings raises questions about the level of effort needed to increase deterrence through heightened enforcement efforts.

Drug-Crime Sequencing

Our overall results do not support the often-cited view that drug use precedes non-drug-related criminal activity. Just under 40 percent of the sample had neither used drugs nor been involved in a crime. Of the 61 percent who had done one or the other, 14% used drugs before they engaged in non-drug-related criminal activity and almost the same proportion (15%) did the reverse.

Within the drug-using group, however, there were important differences. The heavier the drug use, the more likely the adolescents were to have started using drugs before turning to non-drug-related crime. Moreover, adolescents who used and sold drugs in the past year were three times as likely to have started using drugs before they became involved in non-drug-related crime as were those who used but did not sell drugs. Given these differences, programs designed to attack the drug problems of adolescents may need to use different approaches for different groups.

Drug Involvement and Non-Drug-Related Criminal Activity

There was a clear relationship between level of drug use and non-drug-related crime in the past year. Heavy users (48%) were one and a half times more likely than light users (31%) and three times more likely than nonusers (16%) to have committed crimes against both persons and property in the past year. Heavy users were also three times more likely than nonusers to have engaged in property crimes alone.

Youth committing crimes against both property and persons were involved in more crimes, and more serious crimes, against persons than those committing only personal crimes. They were also involved in

more property crime and more serious property crimes than those committing only property crimes. Finally, as drug use and/or sales increased, so did the frequency and severity of the crimes committed. This result is to be expected, given the overlap between criminal and drug involvement.

Users accounted for a relatively high proportion of those committing property crimes, but sellers accounted for a higher proportion than users of those committing serious crimes against persons. To the extent that society's concern is with adolescents committing multiple, severe offenses against persons, sellers should be the target of intervention efforts.

Despite the link between drug involvement and criminal activities--in terms of both their nature and frequency--it is important to note that most individuals committing non-drug-related crimes did not use or sell drugs. Half (50%) of those committing both personal and property crimes, 73% of those committing only property crimes, and 82% of those committing only crimes against persons were not involved in drug use or sales in the past year. However, even though drug users and drug sellers represented a relatively small proportion of youth self-reporting criminal activities, as noted elsewhere in this summary, they were responsible for a disproportionate share of the crimes.

Criminal Acts to Get Drugs or to Obtain Drugs

Most youth who engaged in criminal activities did not do so while using drugs. The only exception to this was the act of driving under the influence of drugs or alcohol. Three out of four who admitted engaging in this behavior said they had used drugs while driving. Only one out of three said they committed other types of crime while using drugs. Similarly, most youth who engaged in criminal activities did not do so to obtain drugs or money to buy drugs. Less than 3 out of 10 respondents reported that they ever committed crimes in order to obtain drugs or money to obtain drugs.

Even though the majority of adolescents committing crimes do not do so while on drugs, it is a mistake to underestimate the potential role drugs may play in the overall commission of crime. Again, our data indicate that the number and severity of crimes committed increases with drug involvement and that the heavy users and frequent sellers were most likely to have engaged in crime repeatedly. (Our data do not allow us to estimate the number of crimes committed to obtain drugs or while on drugs.)

It should be noted that these data differ from drug use data on arrested/adjudicated youth, which consistently find high levels of drug use by those arrested. These arrest data, combined with our evidence, indicate that the heavy users are among those most likely to become involved in serious crime on a frequent basis, and suggests that heavy users are most likely to be caught. We further speculate that drug use may impair performance of criminal acts just as it impairs learning. Thus, drug use may make youth not only more likely to commit crimes but also less capable of performing competently and, therefore, more likely to be arrested.

Factors Related to Drug Use and Criminal Activities

Victimization (Chapter IV)

Respondents were asked if they had ever been physically victimized. Relative to juveniles that were not involved in drug use or sales, we found that 1) drug users, particularly the heavy users, were more likely to have been victimized; 2) drug sellers, particularly frequent sellers, were more likely victims; and 3) juveniles who both used and sold drugs were especially vulnerable. These data help complete the portrait of the physically violent life of drug users and especially drug sellers, and are consistent with the findings of many other studies (e.g., Dembo, 1988).

Family Composition and Context (Chapter V)

The composition of adolescents' households seemed to make no difference to their likelihood of using or selling drugs, or of committing crimes. Overall, 64% of youth lived in households with one parent or guardian, 61% lived with their mother and not their father. An even larger proportion (78%) reported living in households where the main wage earner and/or decision maker was female.

In other important respects, however, the households of adolescents who used or sold drugs or were involved in crime differed from households of others in the sample. Youth who used drugs, especially the heavy users, were more likely to come from households where the head had less than a high school education: 40% of heavy users and 64% of light users, compared to 19% of nonusers. Heavy drug users were also less likely to perceive their home environments as supportive, and less likely to perceive themselves and their parents as similar on a set of life/value issues. The latter pattern was also true for

frequent drug sellers versus nonsellers. Those both using and selling drugs in the past year were least likely to view themselves as sharing parental attitudes.

Household members use of drugs or alcohol seems to be an important factor related to drug involvement. While the percentages of youth reporting that at least one household member uses alcohol or drugs were not significantly different for drug users than nonusers or for drug sellers than nonsellers the number of substances used by another household member differed markedly. Nonusers reported that household members used an average of .62 substances during the past month, compared with 2.0 substances for households of heavy users. At least one of these two substances had to be an illicit drug, since the only licit substance inquired about was alcohol. Youth who did not sell drugs in the past year reported that household members used an average of .69 substances in the past month, compared with 1.1 substances for households of frequent drug sellers. Drug and alcohol use also seems to be sanctioned by the youth's using the substance(s) with another household member. The more substances were used with a household member the higher were the levels of both drug use and sales by the adolescent.

Observing household members having problems because of substance use does not seem to act as a deterrent. Respondents' perceptions of personal problems experienced by household members because of their substance use was significantly greater for heavy users and for sellers compared with lighter users, nonusers, or nonsellers.

School Performance, Environment and Support (Chaper VI)

As expected, there were large differences in the level of school involvement, as measured both by performance and interest, between those who were drug-involved and those who were not. Dropping out of school, for example, was related to both drug use and sales. Overall, 97% of the youth interviewed were in school at the time of the interview. The proportions were 98% for those not using drugs, 79% for light users, and 87% for heavy users. They were 99% for nonsellers, 94% for occasional sellers, and 74% for heavy sellers. Poor school performance was also consistently related to drug use. Heavy users reported the lowest grades. More light and more heavy users reported having been suspended (85% and 73%, respectively, were suspended at least once) and having repeated grades (86% and 67%, respectively, were left back at least once) than did nonusers (56% and 52% left back at least one semester in elementary school or one year in junior high). Interest in school was related to both drug use and sales. Those not using drugs

and those not selling drugs in the past year were significantly more interested/engaged in school than were those who used or sold drugs in the past year.

One factor that may keep youth involved in school and academic pursuits generally, and away from antisocial behavior, is feeling that people at school--faculty and administrative personnel--care about them. We found that heavy drug users and frequent sellers perceived significantly lower support at school than did the other groups.

The higher the level of involvement with crime and/or drugs, the less likely were the respondents to feel that the school school environment was safe and that drug and alcohol use was neither rampant nor acceptable in the school. Adolescents perpetrating crimes against both persons and property rated school environment more negatively than did all other groups. Drug users had more negative feelings about the school environment than did drug sellers.

Thus we see that drug users (both those who sell and those who don't) are disengaged from school--an institution designed to play an important role in the socialization of youth. Whether or not they sold drugs, users in the sample were more likely than nonusers to have dropped out of school. This was true whether the nonusers sold drugs or not. If drug users remained in school, they performed worse on a host of measures (including grades, being detained a year to repeat a grade, or being suspended). They were less interested in school and academic pursuits. They saw the overall school environment less positively. And they saw themselves as receiving less support from teachers and administrators. All in all, school held little attraction for them.

The same general picture emerges for youth engaged in criminal activities other than drug sales or use. The most estranged from school were those who had committed both personal and property crimes in the past year. Those most engaged in the academic process were youth who had committed neither. Those who had committed one or the other types of crimes but not both were somewhat estranged, suggesting that getting into crime may herald the process of withdrawal from school.

Peer Group Network and Drug Involvement (Chapter VII)

Peer support is an important concomitant of adolescent involvement in drugs and/or crime. While the number of friends and the likelihood of having a girlfriend were similar for all groups in the study, the

attitudes and behaviors of friends were very different. Youth who were selling or using drugs, or engaging in crime, had embedded themselves in groups of friends who shared their views of drugs and criminal behavior. In other words, the peer groups they chose supported their move away from social norms--a move that was also apparent in the divergence of their attitudes from those of their parents.

Two additional forms of peer support--the extent to which antisocial behaviors were reported among the respondents' peer group and the number of friends who used or sold drugs--showed similar results. Those who were involved with drugs tended to have friends who used more substances than did the friends of adolescents who were not involved with drugs. They were also more likely than their non-drug-involved counterparts to have at least some friends who sold drugs.

Free Time, Religious Belief, and Community Involvement (Chapter VIII)

In examining the relationships of community involvement and free time activities to drug involvement and crime, we assumed that the greater the level of "prosocial" involvement of adolescents, the lower their chances of their involvement in antisocial or delinquent behaviors. The study provides only partial support for this notion.

Religion and family were important, as expected. Religion meant more to youth who did not sell or use drugs than it did to heavy users or frequent sellers. Drug-involved youth tended to focus their social life more around friends than around family or time spent alone than did youth who had not used or sold drugs during the past year. But we found no differences in the number of clubs or community-sanctioned activities in which the adolescents were involved or in the frequency with which they engaged in activities.

Personality Characteristics (Chapter IX)

Specific personality characteristics were consistently associated with drug use, drug sales, and crime. Compared to nonusers, heavy drug users were socially alienated, were prepared to take risks, and believed that it was all right to break accepted rules. Their self-esteem was lower, as were their aspirations to succeed in mainstream society. They were more likely to see themselves, rather than their environment, as responsible for their experiences. Further, their responses to a set of related questions indicated that they were less stable emotionally than were others.

Similar differences were apparent between drug sellers and nonsellers. Youth selling drugs were more likely than nonsellers to be risk-takers and to believe that rules are made to be broken. Heavy sellers were the most alienated and had the lowest aspirations to succeed in conventional pursuits. Unlike drug users, however, drug sellers' self-esteem was as high as the self-esteem of those who were uninvolved with drugs.

The most aberrant group were adolescents who both used and sold drugs in the past year. They were far more likely than others to endorse taking risks, behaving impulsively, and breaking rules. Although they viewed their chances of conventional success as very poor, they reported no real deficiencies in self-esteem and were least likely to report perceiving stress in their life. These adolescents also reported strong peer support for their drug use and sales; this support may provide all the coping mechanisms that they need.

Drug-Related Attitudes (Chapter X)

With respect to motivations to use drugs and deterrents to drug use, it became quite clear that the users in our sample were very different from the sellers. Adolescents who sold but did not use drugs viewed the risks of drug use in the same way as youth who had been uninvolved in drugs in the past year. Both groups perceived significantly greater risk than did users (whether the users were drug sellers or not).

Youth who had not used drugs perceived the risk of using gateway substances and other "harder" drugs as significantly greater than did youth who had used drugs.

Reasons for Not Using Drugs (Chapter X)

Respondents who had not used drugs or alcohol gave similar reasons for not getting more involved in using these substances, irrespective of the drug. Concerns about physical and emotional health predominated--given by two-thirds of the nonusers for avoiding marijuana and just over half for avoiding other drugs. Nonusers also gave family influence as a reason, though families seemed to have a greater influence in dissuading youth from using hard drugs (17%) than marijuana (8%).

Drug Selling: Deterrents and Motivations (Chapter X)

Respondents were asked about the likelihood of a drug seller getting arrested or spending at least some time in jail, about jail being a negative experience, and about the possibility of being badly hurt or killed

over the course of a year of drug trafficking. Generally, the adolescents perceived that severe hazards went hand in hand with selling drugs. On an ascending perception of risk scale of 0 to 100, for example, the overall average for the sample was 78. Nonusers and light users were at the average; so were infrequent sellers and nonsellers. Heavy users were significantly below average in the risk they perceived (68). And frequent sellers perceived the least risk of all (63).

Despite the fact that all respondent groups perceived substantial risks to dealers, more than one in eight respondents (13%) said they had sold drugs in the past year and more than one in twelve (64% of sellers) said they had sold drugs frequently (i.e., more than five times) in the past year. We looked at two primary reasons for selling drugs--peer support and profitability. Both turned out to be important.

Clearly, involvement in drug-related activities, whether use or sales, receives support from friends. As drug use increased, reports that at least some friends had sold drugs increased (31% among nonusers, 42% among light users, 67% among heaviest users). A similar pattern was apparent for selling; 28% of nonsellers reported that at least some of their friends had sold drugs, compared with 56% for infrequent sellers and 84% for frequent sellers.

Drug dealing was perceived by all youth to be remarkably lucrative. More than one of three respondents (35%) who had friends who sold drugs said their friends made at least $1,000 per week. The perception that friends selling drugs made at least $1,000 per week increased with self-reported drug use--from 18% for nonusers, to between 43% and 50% for users. This was also true of sales; 39% of infrequent sellers and 59% of frequent sellers said their friends who sold drugs made at least $1,000 per week, compared to 17% of nonsellers.

Likelihood of Selling Drugs (Chapter X)

We were interested not only in perceptions of risk and motivations to sell drugs, but also in the overall effect that such views might have on what they planned to do in the future. One in ten respondents (10%) said that it was at least somewhat likely that they would sell drugs as their main occupation (7%) or as a sideline (3%) after they finished their schooling.

It is not surprising that the majority of frequent sellers (63%) saw their continuation in drug sales after completing school as at least somewhat likely. And it is somewhat heartening to see that only 17% of

infrequent sellers saw themselves as at least somewhat likely to continue to sell drugs after completing school. But it is disheartening that, in spite of the general perceptions of youth who had not sold drugs in the past year that there were formidable risks attendant on drug sales, 4% of this nonselling group reported that it was at least somewhat likely that they would get involved in drug sales in the future.

Obviously these figures should be interpreted with caution. We do not expect all youth saying that they may begin drug sales careers to do so; nor do we expect all youth who say they are getting out to do so, nor do we deny the strong possibility that youth who are not currently considering a career in drug sales career may change their plans. Our point is that the perceived profitability of the drug marketplace is such that even though risks are perceived as nontrivial, there is likely to be a good supply of youth ready to get involved.

Knowledge of School-Based Services (Chapter XI)

Despite the fact that the D.C. Public Schools include modules concerning substance abuse as part of mandatory health education courses given through grade nine, 40% of our sample said that they had never received information concerning substance abuse as a regular part of their classroom instruction. Of youth saying that they did get such information in at least one grade, the majority (68%) said it had been useful and helped them avoid or reduce drug use.

Respondents' also showed little knowledge of special programs in schools. In every school there is in fact an information center where youth can anonymously pick up information about drugs. But one-third said they were unaware of such a service at their school. Less than a third of the respondents said they knew about "Just Say No Clubs" and the same was true for peer counseling programs. Like the health education courses, youth who were aware of and used these services generally reported that it helped reduce drug use.

Suggestions made most frequently by respondents to improve existing school-based programs revolved around increasing the credibility or stature of the people giving the antidrug message. They wanted to hear more from people with direct experience with drugs; they also wanted to hear from celebrities. A few volunteered that their teachers did not know very much about the subject, and did not view the information they provided as credible. Some youth felt a substance abuse course should be instituted and made mandatory. Others felt that presenting drug awareness messages across a more varied set of media would enhance effectiveness.

When asked about the type of actions or changes schools should make to help reduce drug use among its population, 41% of respondents suggested stricter enforcement of school rules. Other suggestions included expansion of special programs, addition of assemblies, mandatory coursework, and more after-hours programs so students could spend their free time more constructively. When asked what other things should be done to help reduce drug use, most (68%) said they wanted to see tougher-enforcement by police, courts and schools; 24% recommended additional education/prevention activities; and 11% suggested improving community/recreational activities after school.

Reactions to Media Efforts to Prevent Substance Use (Chapter XI)

The adolescents we interviewed spend a lot of time watching TV (averaging 22 hours per week) or listening to the radio (averaging 19 hours per week). As a result they are probably exposed to a number of drug awareness public service announcements (PSAs). More than three out of four (78%) said they had seen a drug-related PSA in the past month and 44% said that seeing the message had a positive effect on their not using drugs or alcohol, most often because the PSA made them aware of the dangers of substance use.

When asked about ways to improve such messages they again said that the message should be from people with more credibility or more status. They also noted that such ads should highlight the potential dangers of drug use more clearly.

Multivariate Analyses

The results of the bivariate analyses described above provide an overall backdrop for understanding the relationship between contextual/background characteristics, social setting and personal factors and drug use and delinquency. However, these ananyses are not immediately accessible; they do not provide information about the relative importance or precedence of the identified relationships. In an attempt to make the study results more accessible and readily useful, multivariate analyses were used both to identify the factors that, taken together, best discriminated between youth who used illicit drugs and/or been criminally involved in the past year and those who had not, as well as to determine each identified variables explanatory power. Discriminant analyses revealed that peer, school home, and personality factors,

including beliefs and attitudes, were all excellent "predictors" of drug use. Specifically characteristics that served to identify drug users relative to nonusers included:

- o lack of interest in school;
- o perception of lacking faculty or staff support at school;
- o the extent to which youth viewed themselves as attitudinally dissimilar to parents;
- o the level of substance use by friends;
- o the extent to which they felt constrained in talking to friends about important issues in their lives;
- o permissive attitudes regarding drug use;
- o their perception about the causes of behavior as outside of themselves (i.e.,external);
- o their belief that drug use poses relatively low risks to health; and
- o their overall involvement in non drug-related crime.

In a second discriminant analysis we split youth into three use groups--none, light, and heavy. We observed that increasing age (though light users were the oldest group), decreasing self-esteem, head of household's low levels of educational and occupational attainment also predicted drug use.

Because survey respondents' age covered a four year span, there was some potential for confounding between age and drug involvement. Results of a stepwise regression on self-reported total drug use in the past year (log transformed) revealed that even after age had been incorporated into the model, family, school, peer, and personal characteristics contributed significantly towards explaining drug use. In fact, inclusion of these variables in the final regression equation forced age from the model ($p>.10$), thus indicating its secondary importance when other factors are known.

We also performed a discriminant analysis examining the factors which characterized four groups of youth based upon their involvement in drug use and non drug related criminal activities--those who neither used drugs nor were involved in nondrug-related crime in the past year, those who had done both, and those who had engaged in one but not the other behavior. We omitted weighted criminal activities from the variable input list since we were classifying youth as a function of their criminal involvement. We again found family, school, peer, and personal characteristics to be important in differentiating these groups (Wilk's Lambda=.49, $p<.0001$, average squared canonical correlation=.21). Table XII-6 presents these results.

Need for Additional Research

This research effort has begun to identify factors related to drug use and delinquency and to develop statistically valid justifications for various intervention and treatment strategies. An enormous amount of information--far more than could be completely examined with the resources for the project--was collected on this high risk group of adolescent males.

We hope our study will stimulate further research. We believe that additional research is required to extend and test the applicability of our findings, and broaden knowledge of the factors contributing to drug use among juveniles and strategics for effective intervention and treatment.

CHAPTER XIV

IMPLICATIONS

Introduction

A major objective of this study is to help policymakers decide how and where to intervene in the effort to reduce drug use and delinquency among youth. We also want to provide guidance to program officials who have to design and implement specific programs for teenagers at risk. We hope our findings and the implications that flow from them will be useful to officials in the District of Columbia, as well as to public officials with drug treatment and prevention responsibilities in Federal, State and local governments across America.

Our analyses and conclusions are based on a relatively narrow population--ninth and tenth grade, minority, inner city male students living in economically distressed sections of the District of Columbia. This constitutes an extremely high risk group and some cities will not feel that they have many youths in similar situations. We feel the findings are valuable nonetheless. Looking at this extremely important group has enabled us to identify a number of factors related to drug use and delinquency that should be considered in designing and implementing treatment and prevention programs.

Drug Use, Drug Sales, and Other Criminal Activities

The first implication of our findings is that, although adolescents through tenth grade age in the District are involved in drug use, drug sales, and related criminal activities, the large majority are not involved. This finding is supported by numerous reports on who has been arrested, as well as who has fallen victim to the drug wars engulfing the District. All suggest that a relatively small proportion of the individuals who are directly affected are adolescents. For example, official law enforcement records indicate that of the 372 drug-related killings in the District last year, 26 involved juveniles. Of the 110 killed so far this year, 7 were juveniles.

Our study also shows that adolescents who become involved in drug use and related criminal activities represent a smaller proportion of young people than has often been assumed. This is not to minimize the seriousness of these problems among adolescents or the difficulties of dealing with them. Youth involved in drugs and drug-related crime pose a major problem not only to themselves, but also to the community as a whole.

That young people are involved at all is disturbing. Even more disturbing is that juvenile involvement in drugs and concomitant violence is said to be increasing. Essential to addressing the overall drug-crime problem is not only dealing with adults who are involved in drugs and/or crime, but also identifying those high-risk youth who may be heading for trouble and developing appropriate intervention strategies and, most important, continuing substantive efforts at prevention and education.

The youth most heavily involved in drug use began using drugs early in their lives and committed more crime and more serious crimes than those who only used or only sold drugs, or those who were not involved in drugs at all. Also, the heavy users were most estranged from family, most disengaged from school, most often physically victimized, and most attached to their peer group relative to their families. These factors establish an exceedingly high-risk situation for inner city, minority, male adolescents. It is important to note that these high-risk circumstances relate primarily to drug use, regardless of trafficking activities, and not to drug selling alone. It is also important to note that within the drug selling group, there were important differences between those who used and those who did not use drugs.

It is also important to note that we found that in contrast to the prevalence rate of drug involvement observed in our sample, the prevalence of overall criminal activity was relatively high. More than half (50.3%) of respondents reported involvement in some criminal activity in the past year. It is important that in thinking about the needs of these inner city youth we consider intervening not just in terms of drug education but also in terms of delinquency prevention as well.

If we are to target interventions effectively, it is critical to identify, assess and intervene with youth as they fit into specific, identifiable subgroups, each with their particular strengths and problems. Screening and early identification of at-risk youth are important, as is recognizing the difficulty of breaking established patterns of behavior. But it is also important to recognize the extraordinary difficulty of decreasing drug use (and criminal activities) through law enforcement or interdiction initiatives, and the clear need to adopt a broadly based strategy that includes prevention, education, and treatment.

Prevention and Education

Our findings strongly suggest that prevention and education activities can and should be conducted in the schools, home, mass media, and community.

The Schools

Schools provide a key point of contact for youth and, as a result, are an important channel for education in life skills and socialization. Schools--embattled because of lack of resources, new demands for accountability, and loss of prestige--have been constrained in their ability to pursue fully their traditional responsibilities. Still, schools cannot escape at least part of the blame for the low level of school engagement that some adolescents feel.

Schools must reassert themselves as involved community-based educational resources They must extend their efforts beyond teaching the three "R's," and become involved in educating youth and their families in general life skills, problem solving, and developing and maintaining networks that support the values of the wider society.

School systems and principals need to set a clear agenda about drug use. They must also set a positive tone for accomplishing that agenda, state clearly their policy on drug use, and enforce rules to provide a safe environment to facilitate learning. Indiscriminate use of coercion or force in accomplishing the agenda may provide a swift response to isolated problems; but such an approach will not begin to address some of the factors related to drug use and delinquency that our study shows to be important. Ironically, expulsion of offending youth may be counterproductive because it may drive students with drug problems from the school. These are the very individuals who most need to be engaged by the school system. The question is how this can best be accomplished.

Alternative schools are currently used as a means of keeping offending and drug-involved youth in the school system. While separation of these youth can be a very good strategy it may also create some unintended consequences. Being assigned to or returning to an alternative school after an absence (e.g., drop-outs, institutionalized offenders) may signal yet another failure which could serve to alienate the adolescent further from socially approved paths of endeavor. In addition, it may only reinforce associations with other

youth exhibiting similar or more severe problem behavior. To the extent these youth do not desire to modify their behavior, such associations can be expected only to have negative consequences.

Regardless of the setting, schools should consider emphasizing more individualized special instruction for such youth. Important to the success of any educational/instructional strategy are techniques designed to engage youth and overcome their history of failure and distance from the educational process. Such strategies should focus on:

- Individualized competency-based curricula with a focus on basic literacy training;
- Teaching techniques and materials that use a wide variety of approaches and media;
- Positive reinforcement to build in immediate and concrete incentives and to break the cycle of failure;
- Use of behavioral contracts and other behavioral management techniques;
- Social skills development;
- Life-skills training including an emphasis on decision-making skills;
- Prevocational preparation, and more directly applicable vocational training;
- Incorporation of positive peer support;
- Small group counseling;
- Family involvement ranging from basic information exchange and communication skills, to parent-effectiveness training, to family counseling and therapy;
- Use of responsible older adolescents or adults as mentors;
- Designation of an individual counselor or staff person to oversee or coordinate the youth's school related activities; and
- Referral and networking for special needs youth (e.g., learning disabled, emotionally disturbed, alcohol- or drug-dependent, or abused). Schools in the District cannot make direct referrals for drug treatment because parental consent is required; this policy should be reexamined. In the meantime, other avenues for assisting youth, including referral to physicians are available to the schools and should be pursued.

Activities designed for at-risk youth may be undertaken in special (e.g., pull-out) sessions, in a separate track at school, an alternative school or at a private program.

Programs with many of these features have been tried in the past with some success. For example, Project PAUSE in Washington, D.C. was set up in 1986 to assist adolescents whose disruptive behavior could not be controlled in regular public school programs. The program was reported to have been successful in engaging youth, keeping them in school, and helping them achieve academically. When the program was closed after two years because of budgetary considerations, only 26 0f the 106 students enrolled returned to school.

It is no less important to provide education and prevention services to the general school population. Our data indicate that schools have been ineffective in communicating with many youth about substance use. We found that many students were unable to recall what they had heard in mandatory drug education coursework, even after repeated sessions; this making clear that there is considerable need for greater effort and ingenuity by the schools in performing their drug education function.

Even though D.C. schools make information available through pamphlets, posters, classroom instruction, and peer groups designed to increase resistance through consensus building (e.g., "Just Say No" Clubs), only small proportions of adolescents in our sample acknowledged knowing about such services or programs; even smaller proportions said they used them. However, the small proportion of youth who did use these services felt that they helped them to resist drugs. Schools must work harder to publicize special programs and events, and must make them available to broader segments of the school age population. Further, much greater emphasis must be placed on providing information to all students throughout their tenure at the school. The programs that do exist demonstrate some promise and deserve further examination.

The importance of rethinking the way substance abuse education information is transmitted, as well as the content of the material, is clear from our study. Our data suggest that to be persuasive, substance abuse information should come from a credible source and/or someone with whom youth identify or admire. Further, the information must be objective and balanced. Exaggeration of the risks of drug use may undermine the credibility of both the message and the messenger, it may even reverse the intended effect.

Effective communicators may include peers, local celebrities, or well-known individuals who have had drug problems and whose message includes the warning "I never thought it would happen to me." Because peers are similar in many ways to the audience, identification with them is easy. Again, it is important to emphasize that the content of the message be balanced and well-informed. A few of the youth in our study

noted that they felt teachers were ineffective in providing information on drug use since they had little expertise in the subject matter. Unless teachers are perceived as credible by their students, the message they are trying to provide will be lost and may even backfire. This reaction, taken together with the small proportion of adolescents who remembered information they were given in compulsory drug education courses, suggests that teachers could benefit greatly from more training in this area.

The importance of making the message specific is a closely related issue. Lumping use of all drugs together is as likely to blunt the message as is exaggeration. For example, to the extent that experimentation with alcohol or marijuana--two mildly psychoactive drugs--is placed in the same category as PCP or crack--much more potent substances--credibility will be lost and the risks of using the more dangerous substances downgraded.

Youth in our sample also advocated special programs, assemblies, guest speakers and after-school activities, and identified specific local celebrities they listened to and admired. Getting such people more active in school and community programs could be extremely beneficial in providing substance abuse information.

Another type of specific program that may be important, especially for younger students, is instruction at schools by law enforcement officials. Project DARE, which originated in Los Angeles and has been introduced in a number of other cities, is one such program. Once a week for a semester, officers come to each elementary school class (grades 5 or 6, depending upon which is the highest grade in the school) to discuss the effects and risks involved in drug use. The focus of the program is upon providing accurate information about drugs, teaching decision-making skills, identifying alternatives to drug use, and teaching resistance to social pressure. DARE is directed at elementary school children; but these four program components could be incorporated in drug education and prevention programs at all school levels and student ages.

It is important to note, however, that although the principles of effective program/curriculum design may apply to all school levels, the specific techniques of implementation or content may not. In particular, it may be effective to present high school and advanced junior high school students with the grisly facts of substance use, but similar presentations to elementary school students might be disastrous because it is likely to scare them into complete denial. Further, while police officers may be perceived as credible and even admired by elementary school students, they may be perceived less positively by older students.

Elementary school children clearly are in need of drug education. As noted, the heaviest users in our sample were using drugs by the time they were 10 years old. Children need relevant information and social skills (e.g., self-esteem, decision-making skills), if only to be able to protect themselves. Families and schools must provide these. They must further provide them in the least threatening way possible, in order to maintain the young child's attention and not scare him or her off. As that child approaches the age of 13 or 14--the age most youth first try drugs--skills need to be refined and information about risks provided more pointedly and in greater detail.

In terms of both special programming and regular curriculum development, the school system might consider incorporating the views and possibly the help of youth who had used and/or sold drugs. Several themes may be explored in this type of programming, including actual earnings, life expectancies, length of detention in penal institutions, and the impact drug use and sales have on other people.

Schools must work harder at involving students in projects designed to foster drug awareness; engaging youth in their normal class activities; providing after-school activities that capture their interest; encouraging open discussion, not only of drug-related problems but of any personal problems; and working with friendship groups and families as units to provide help within the context of existing social networks. These types of activities can help youth resist the temptation of drugs. Similarly, health education curricula may be enhanced by recasting students' views of behavior within a decision-making framework. Health behaviors ranging from nutrition; to exercise; to minimizing accident/injuries in motor vehicles; to cigarette, alcohol, and substance abuse can be presented as choices individuals must face. In this context, youth should be given enough information to empower them to make a rational choice--fully aware of the potential consequences of their actions. School courses can go a long way to achieving these ends when credible sources provide accurate, balanced information and help youth to make their own decisions by reinforcing their ability to reason logically and to resist the pressure of peers to make their decisions for them.

We realize that the types of program efforts described will put considerable burden on teachers and other school system resources. Teachers will require special training as well as relief from some of their regular teaching burden. To help alleviate some of the burden, parents and other interested members of the community can be brought in to help. By participating in the training and implementation, volunteers themselves may be greatly assisted. This is especially important since many troubled youth come from

homes where parenting skills are poor and substance use is high. Parents might be recruited as classroom volunteers or paid paraprofessionals. Some heads of households in single-parent families where there are small children might be enlisted in these efforts if provision is made for child care. An alternative strategy is to form small teams of volunteers, with one or two individuals dispatched, on a rotating basis, to provide child-care while the others work at school. The informal network that results can help youth, schools, families, and communities work and grow closer together.

As the schools experiment with the emerging innovative, substance use and delinquency reduction and education programs they should take pains to evaluate the success of these efforts and modify the programs according to their evaluations.

Schools must also work harder at maintaining current records--in particular, following up on chronic truancy, and ensuring that students do attend their scheduled classes. Such practices are basic to sound school management. In addition, quick follow-up with the parents of truants or students who regularly cut classes may help identify problems at a point when intervention and assistance are still relatively easy and have a reasonable chance of success.

The Home

Youth involvement with drugs and/or crime is highly correlated with estrangement from family, as manifested by their lack of perceived support and attitudinal differences regarding central issues. Family consensus about the dangers of drugs or outright prohibiton of drug use were also important factors in households where youth did not use drugs. Taken together, these findings indicate that families can play an important role in decreasing the overall level of substance use among youth.

The key to making youth less vulnerable to drug or criminal involvement is providing them with clear lines of support. Parents would do well to show an interest in their children's activities, supporting the ones that reflect family-held values; maintain an open channel of communication; and learn about drug use so they can speak knowledgeably about its inherent risks. Parents who are having personal problems or whose children are exhibiting problem behavior should seek help. Schools may be an appropriate source of referrals for youth with behavioral difficulties. Schools, in addition to social service agencies may be appropriate sources of referrals for troubled parents or those parents who need to improve child-rearing skills. Parents, along with schools, should be alert for early signs of alienation, aggression, and withdrawal.

A great deal of lip service is given to working with families; but the reality is that frequently very little takes place. Family life and relationships are clearly difficult territory for others to penetrate; but there can be little doubt of their central importance in working through adolescent problems in general, and drug and delinquency problems in particular. Family responsibility and participation in problem-solving is essential; but gaining trust by helping out the family in concrete ways can set the stage for working on identified weaknesses and deficiencies in the youth-parent relationship.

Adhering to the all too frequent assumption that family responsibility ends when school begins, and that topics covered by school need not be dealt with by families, and vice-versa, does a great disservice to youth, families, schools, and the community. A clear role must be defined that establishes the basis for interaction and cooperation among families, schools, and community.

As noted above, bringing families and people who live in the neighborhood into the school context can help build an extended and effective community network in which youth and adults are familiar with and respect one another. Having the eyes and ears of responsible community residents in the schools could help in monitoring students as well as in inculcating a sense of collective community responsibility and support. In addition, the informal network that results can help the youth, schools, families and communities grow closer together, all working around a core of shared values.

The Media

The information outlets that reach the most individuals with a single message are the electronic media--radio and television. This is both their strength and weakness. It is their strength because it gives them wide reach; it is their weakness because the messages are short, lacking depth and specifics. Because the media are restricted to what can fit into a "20 second bite," most public service announcements (PSAs) often rely on attention-getting scare tactics. Further, in order to maximize the attention-getting effect of the message, they typically feature a dramatic situation.

If such messages comprise the primary means of conveying antidrug information, they may stimulate denial--a general lack of identification with the person(s) portrayed, or interpretation of the portrayal as not applicable to them. And, the more dramatic the situation portrayed, the greater the likelihood that viewers

will think the chance of such an occurrence is remote. As with exaggeration in drug-education courses, this not only dilutes the potential impact and usefulness of the message; it may even reverse the intended effect.

Similarly, these short but dramatic messages often focus on the results of heavy episodes of use or chronic use of drugs in general, rather than on specific types of drugs or lower level experimentation. Equating occasional marijuana use with heavy PCP use, for example, is unlikely to be very persuasive. Media messages may, in fact, be far more effective as lead-ins to, or coupled with, more in-depth media coverage or school programs than they are in and of themselves.. There must also be messages tailored to specific drugs and to specific groups (i.e., nonusers, experimental users, regular users).

It may also be worthwhile to explore the possibility of using PSAs in television shows popular with young people (e.g., The Bill Cosby Show). If such "prime-time" programming focuses on the consequences of and trade-offs involved in drug experimentation and use, it can perform the important task of reinforcing individual decision-making and peer resistance skills, and of providing concrete examples of alternatives to peer pressure to try drugs as well as to drug use itself. In addition to Cosby and other national celebrities, local media personalities might be engaged to initiate targeted PSAs that provide information on local drug issues. For example, three-quarters of our sample agreed on four extremely popular D.C. radio stations as their favorites. Local radio celebrities from these channels could be instrumental in airing PSAs designed to enhance awareness of the risks of using the specific drugs that are a problem locally, particularly PCP and crack.

Community Organizations

Community organizations include neighborhood associations, recreational centers, religious organizations, youth-oriented centers (e.g., YMCA), social action groups, community development agencies and the like. These grass roots agencies can play an important role in organizing communities, coordinating and promoting new approaches, sponsoring events and forums, and generally serving as a catalyst in bringing together a variety of community actors and families to enhance awareness of local problems, including drug abuse. Community-based agencies can also work to empower residents and youth to better take control of their lives and the life of the neighborhood. Perhaps no type of organization is better suited to perform these functions at the local level. Such organizations may be particularly effective in reaching out to youth who have dropped out of school, distanced themselves from their families, or already tried a

series of programs and services without success. One reason community organizations may be effective is that they provide a relatively neutral environment in which youth can break their previous cycle of failure.

Local Government

The local government plays a pivotal role in community life. Survey respondents wanted increased arrests and stricter sentencing for offenders-- both sellers and users. While the call for greater enforcement seems nearly universal, it poses many practical problems, especially in terms of personnel and fiscal resources required. Further, enforcement cannot possibly be conceived as a complete solution to the problems of substance use and crime. Still, there is no denying that law enforcement is a necessary and important part of an overall effort to reduce drug use and other criminal behavior.

The city has many options it might consider in its drug reduction efforts. Three of the more innovative recommendations that derive from the findings of this study are:

o Establishing more alternatives to jailing youthful offenders, especially youth who are uninvolved in other serious crimes by expanding programs stressing close supervision and accountability outside of a residential environment. Charged youth might be offered the option of supervised community service, such as at detoxification or residential treatment programs, hospitals, etc. Such service can have the important added advantaged of giving the youth better understanding of the potential consequences of their actions.

o Creating a "parajudicial" office to handle drug cases in which first time offenders or those committing minor offenses are willing to plead guilty and accept community service, supervision, and if appropriate counseling. This could alleviate the burden on the judicial system and on the jails.

o Focusing on screening young offenders for multiple problems of drug use, victimization, and criminal behavior in order to ensure that at-risk youth are placed in programs that will help them fully address their problems.

Screening and Identification

As noted throughout, there is an important distinction between drug users and drug sellers, and between the types of crime committed by the two groups. These distinctions provide potentially invaluable clues that can be used in the screening and identification of youth either at risk for or already involved in drugs. The inner city adolescent males in our sample were more likely to begin their criminal involvement before or independent of any drug use than after. Moreover, youth who committed both property and personal crimes were much more likely than those who commited just one or the other to use and/or sell drugs. Also, drug-involved youth, especially the heavy users and frequent sellers, were more often victims

of physical violence and abuse than were adolescents who had stayed away from drugs. Prudence dictates, therefore, that law enforcement authorities incorporate into their screening a set of procedures that look for the multiple problems of drug use and victimization as well as criminal behavior, in order to ensure that at-risk youth get channeled to programs and placements that will help them address the full extent of their problems.

Youth who were selling but not using drugs constitute a special group of drug-involved youngsters, who may require a very different form of intervention than that needed by drug users or individuals heavily involved in non-drug-related crimes. For example, youth who only sold drugs did not display the marked estrangement from family and social institutions observed among drug-using youth. Moreover, they tended to view drug use negatively and associated with peers who felt the same way. These findings have particular relevance in light of the popularity of mandatory incarceration for drug traffickers. Incarceration may in fact be one of the worst tactics for youth who sell but do not use drugs and are not otherwise involved in other serious crime. Imprisonment not only isolates them from the very network that has reinforced their decision to remain drug free; it also places them among youth with major personal and emotional problems who may still be using drugs even in the institution.

Intensive monitoring, and perhaps residential confinement as well as concerted treatment and rehabilitation efforts may be necessary to assist youth to cope with the multiple problems of drug use, selling, and other criminal involvement. But it is especially important to consider alternatives to institutionalization that offer high degrees of supervision and accountability for youth who sell but do not use drugs. The youth in our sample whose primary reported offense was selling drugs acknowledged the potentially destructive consequences that the drugs they sell can have on buyers. Yet they remained able to distance themselves sufficiently from these consequences to continue to sell drugs. The implication is that youth who sell but do not use drugs are in desperate need of help in clarifying and ordering their values. The intent is to help such youth gain an understanding of the consequences their drug dealing can have on their community and on others as well as to assist them in thinking about alternative ways of earning money.

Drug sellers as a group, like drug users, indicated an exaggerated propensity to take risks. In this vein, it is interesting to note that even a majority of frequent sellers acknowledged significant risks of selling drugs--including getting arrested, doing time, getting severely injured or even killed. Coupled with their propensity to take risks, the strong financial incentives for drug trafficking can explain why so many youth first become involved and then persist in selling drugs. It may be useful to confront such youth with the

hard facts on how accumulated earnings adjusted for downtime (e.g., jail or major injury) may translate into less compelling financial rewards. Further, although it may not be possible to increase youths' perceptions of risk very much (they are already high), it may be possible to decrease their sense of detachment from risk, making it seem both more personal and less tolerable. Such a tack could be made even more effective by teaching them about decision-making skills and by focusing on the effects their behavior has on others.

Schools have a critical role to play in identifying youth who are at risk or are already exhibiting problems with drugs and delinquency. Students suspected of having problems at home, exhibiting emotional distress, being chronically truant, or failing in school should be referred to school counselors for in-depth assessment. Again, because schools in the District cannot refer youth to drug treatment programs directly, alternative tacks--including referral to physicians, parent-principal conferences, and regular personal counseling--may have to be used. If these youth are to be reclaimed, schools must continue to be involved in the struggle against drugs.

The screening and referral process should begin in elementary school, and assessments should continue periodically through high school. Teachers should be encouraged to record suspected instances of physical abuse, abnormal emotional behavior, or suspected substance use. If such events recur, counselors should talk to the child and, if suspicions prove to be based in fact, counselors should then involve the principals in contacting parents and approving referrals to appropriate agencies.

Drop-outs form another at-risk group to whom special attention must be paid. The school system in cooperation with local government would be well advised to form specialized units responsible for working with and assisting youth who are considering dropping out or who have already done so. These students are indeed at risk for a variety of problems.

Early screening will never catch every student who is at risk. The first sign of a youth's problem behavior may be his or her appearance before the criminal justice system. Again, law enforcement agencies should perform thorough assessments of youth to identify root problems.

And still there will be problem youth who are beyond the reach of schools, family, and churches, and who have escaped detection. These youths pose perhaps the greatest challenge to the community. Seeking them out and working with them will require ingenuity, persistence, unwillingness to accept failure, unequivocal commitment to kids, and ability to find "the hook" that can motivate young inner city youth.

RESEARCH NOTES

1. Variable Construction.

Level of drug use in the past year was specified as follows:

NONE = Marijuana (M)use in the last year (Section 5, Q. 19a)=0 and the sum of all other drugs (OD) used in the past year (Section 5 Q.28b)=0.

LIGHT = (0<=M<=23 and 0<OD<=5) or (0<M<=23 and 0<=OD<=5)

HEAVY = M>=24 or OD>=6.

Level of drug sales in the past year was specified as follows:

NONE = Section 6, Q. 3j (drug sales in past year--DS)=0.

INFREQUENT = 1<=Section 6, Q. 3j<=5

FREQUENT = Section 6, Q. 3j>=6.

Involvement in use or sales in the past year was specified as follows:

NONE = DS=0 and M=0 and OD=0.

USED ONLY = DS=0 and M>0 or OD>0.

SOLD ONLY = DS>0 and M=0 and OD=0.

USED AND SOLD = DS>0 and M>0 or OD>0.

Self-reported involvement in criminal activities in the past year was specified as follows:

NONE = Sum of Section 6, Q. 3a-i, k-o (total criminal activities excluding drug sales in the past year)=0

PROPERTY ONLY = Property Crimes [Sum of Section 6, Q. 3a (UUV), 3b (B&E), 3c (theft), 3g (Vandalism), 3h (Dealt in stolen goods), 3i (DUI,DWI)] >0 and Crimes Against Persons [Sum of Section 6, q. 3d (group assault), 3e (concealed weapons), 3f (individual assault on another youth), 3k (robbery), 3l (sexual assault), 3m (assault on an adult), 3n (AWDW), 3o (shot, stabbed or killed someone)] =0.

PERSONAL ONLY = Crimes Against Persons >0 and Property Crimes =0.

PERSONAL AND PROPERTY CRIMES = Crimes Against Persons >0 and Property Crimes >0.

2. Created Indices

Most created indices were calculated on the basis of total of maximum possible score. To generate these scales we first determined the valence of the majority of the items (prosocial or antisocial). We then reversed the scales for minority items so that all measures had the same valence. We modified all scales to range from 0 to the maximum value for the scale item. So, for an item originally asked on a 4 point scale where "1"=strongly disagree and "4"=strongly agree we modified the response scale by subtracting 1 so that "0" now equalled strongly disagree and "3"=strongly agree. Then, we added all questionnaire items that had valid responses (i.e., we omitted items for which respondents refused or could not provide answers--not applicable--or for which they said they did not know). For each valid item we used the maximum value on the scale as a denominator. Thus, for a 4 point scale where "0"=strongly disagree and "3"=strongly agree, we used a value of 3 for the denominator. We then summed across valid response maximum values to get our denominator. The final index value equalled the sum of valid questionnaire scores/sum of maximum values to valid questionnaire scores. This final score represents the percentage of possible scores that could be obtained for this set of questions. The scale score can range from 0.0% to 100.0%.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

March 3, 1988

PATTERNS OF SUBSTANCE USE

AND PROBLEM BEHAVIOR AMONG ADOLESCENT

INNER-CITY MALES

I.D. No.:_____ _____ _____
Grade Level / School Code / Serial Number

Interviewer:_____

Date:___/___/___
Day/Mo./Yr.

Interview took place at:

___ Respondent's Home

___ Respondent's School

___ Elsewhere(describe):

_____

Time Start: ____:____

Time Ended: ____:____

Respondent Name:_____

_____

_____

Address

_____
Zip

Telephone No.:_____-_____

Respondent ID# ___ - ___ Interviewer ID# _____ Zip Code 20____
CARD (1-5) (6-7) (8-10)

This interview will touch on a number of different subjects. For each question I ask you, I would like you to answer as best as you can, telling me the way you truly feel. No one but myself and the researchers involved with the project will see your individual answers. Whatever you say to me today will be kept completely confidential. Any questions?

I. Family

1. First, could you tell me when you were you born?

(11-16) ___/ ___/ ___/
MM Day Year

Now, I'd like to start with some questions about you and your family.

2. With whom do you now live? Include people who usually live with you but are away at school, in the hospital or elsewhere. What is their relationship to you? (CIRCLE RESPONSE OR WRITE IN NUMBERS)

Record Number (if more than 8, use 8)

Mother	(17) ___	Aunt(s)	(25) ___
Father	(18) ___	Uncle(s)	(26) ___
Stepmother	(19) ___	Brother(s)	(27) ___
Stepfather	(20) ___	Sister(s)	(28) ___
Foster Mother	(21) ___	Other Relatives	(29) ___
Foster Father	(22) ___	Other Non-relatives	(30) ___ (See 2A)
Grandmother(s)	(23) ___	Refused	(31) ___-9
Grandfather(s)	(24) ___	Other	

[ASK IF LIVES ONLY WITH "OTHER NONRELATIVES"]

2a. Type of living arrangement and name of facility

_____ OR ___-8 NA
(32)

3. Who brings in the most money in your house? (CHECK ONE)

(33-34)

__ -1 Mother
__ -2 Father
__ -3 Stepmother
__ -4 Stepfather
__ -5 Grandmother
__ -6 Grandfather
__ -7 Aunt
__ -8 Uncle
__ -9 Older brother
__ -10 Older sister
__ -11 Self
__ -12 No one
__ -13 Other (Specify): _____
__ -97 Don't Know
__ -98 NA (SKIP TO Q7)
__ -99 Refused

4. Who is in charge in your house? (CHECK ONE)

(35-36)

__ -1 Mother
__ -2 Father
__ -3 Stepmother
__ -4 Stepfather
__ -5 Grandmother
__ -6 Grandfather
__ -7 Aunt
__ -8 Uncle
__ -9 Older brother
__ -10 Older sister
__ -11 Self
__ -12 Other (Specify): _____
__ -97 Don't Know
__ -98 NA
__ -99 Refused

IF DK/REFUSED IN BOTH Q3 AND Q4, SKIP TO Q7

5. Thinking about your (Person in Q3 or if "self" or "no one" in Q3 then Person in Q4) what is the highest grade in school he/she completed? (CHECK ONE)

(37)
___-0. Less than High School graduate
___-1. Vocational School
___-2. High School graduate
___-3. Some College
___-4. College Graduate
___-5. Some Graduate or Professional School
___-6. Completed Graduate or Professional School
___-7. Don't Know
___-8. NA
___-9. Refused

6. What does s/he do for a job? (WRITE IN OCCUPATIONS BELOW THEN CODEBACK WITH ATTACHED JOB CLASSIFICATION DESCRIPTIONS.)

_____
Current Occupation

____ Occupation Code
(38-39)

7. Who had the most important role in raising you? (CHECK ONE)

(40-41) __-1 Mother __-3 Grandma __-5 Aunt __-7 Brother __-9 Other Relative
__-2 Father __-4 Grandpa __-6 Uncle __-8 Sister __-10 "non" Relative
__-99 Refused

8. How often would you say you can talk to someone in your house about things that are important to you or problems you are having? (READ ALTERNATIVES)

(42) ___-0 Never
___-1 Rarely
___-2 Some of the time
___-3 Most of the time
___-4 All of the time
___-7 DK
___-9 Refused

9. How much say do you have in decisions made in your house? (READ ALTERNATIVES)

(43) ___-0 None at all ___-7 DK
___-1 A little ___-9 Refused
___-2 Some
___-3 A lot

10. How often would you say you are treated fairly (right) at home? (READ ALTERNATIVES)

(44) ___-0 Never ___-7 DK
___-1 Rarely ___-9 Refused
___-2 Some of the time
___-3 Most of the time
___-4 Always

11. How much of the time do each of the following happen? (READ ITEMS AND THEN ALTERNATIVES)

		Never	Rarely	Sometimes	Often	NA	Refused
a. You know what your (parent(s)/head(s) of household) expect of you?	(45)	___-0	___-1	___-2	___-3	___-8	___-9
b. You know how your (parent(s)/head(s) of household) feel(s) about you from one day to the next?	(46)	___-0	___-1	___-2	___-3	___-8	___-9

		Never	Rarely	Sometimes	Often	NA	Refused
c.	You know that there are definite rules set in your house (47)	___-0	___-1	___-2	___-3	___-8	___-9
d.	Parent(s)/head(s) of house hit(s) you (48)	___-0	___-1	___-2	___-3	___-8	___-9
e.	There are arguments in your house (49)	___-0	___-1	___-2	___-3	___-8	___-9
f.	Your feel like home is a nice place to be (50)	___-0	___-1	___-2	___-3	___-8	___-9

II. School

The next series of questions is about school. **IF NOT IN SCHOOL, CHECK "8" IN Q1 THEN SKIP TO Q16!**

1. Since school began this year, have your grades mostly been A's, B's, C's, D's or F's

(51) ___-0 F
___-1 D
___-2 C
___-3 B
___-4 A
___-8 Not in School (NA)
___-9 Refused

2. During the LAST FOUR WEEKS, how many days of school have you: (READ ITEM)

		None	1 Day	2 Days	3 Days	4-5 Days	6-10 Days	11 or More	Refused
a.	Used alcohol before coming to school or while you are at school? (52)	__-0	__-1	__-2	__-3	__-4	__-5	__-6	__-9
b.	Used drugs before coming to school or while you are at school? (53)	__-0	__-1	__-2	__-3	__-4	__-5	__-6	__-9
c.	Gone to school but cut a class? (54)	__-0	__-1	__-2	__-3	__-4	__-5	__-6	__-9
d.	Missed school because of illness? (55)	__-0	__-1	__-2	__-3	__-4	__-5	__-6	__-9
e.	Missed school because you skipped the whole day? (56)	__-0	__-1	__-2	__-3	__-4	__-5	__-6	__-9

IF C OR E IS > NONE, ASK Q3 ELSE SKIP TO Q4.

3. What do you usually do when you skip school or cut class? Anything else?

(57-58)

(59-60)

(61-62)

___ -01 Drink alcohol
___ -02 Use drugs
___ -03 Go somewhere to hang out
___ -04 Commit a crime
___ -05 Get into trouble
___ -06 Meet a girl
___ -07 Go home
___ -08 Other (Describe): _____

4. How many of the students in (ninth/tenth) grade at your school do you think use alcohol at least once in a while? (READ ALTERNATIVES)

(63) ___-0 None
___-1 Few
___-2 Some
___-3 Most
___-4 All
___-7 DK
___-9 Refused

5. How many of the students in (ninth/tenth) grade at your school do you think use drugs at least once in a while? (READ ALTERNATIVES)

(64) ___-0 None
___-1 Few
___-2 Some
___-3 Most
___-4 All
___-7 DK
___-9 Refused

6. How many of the students in (ninth/tenth) grade at your school do you think use drugs or alcohol just before coming to school or at school? (READ ALTERNATIVES)

(65) ___-0 None
___-1 Few
___-2 Some
___-3 Most
___-4 All
___-7 DK
___-9 Refused

7. If someone is caught using drugs at your school, how much trouble does s/he get into? (READ ALTERNATIVES)

(66) ___-0 None at all
___-1 A little
___-2 Some
___-3 A lot
___-7 DK
___-9 Refused

8. In school, are students who use drugs usually (READ ALTERNATIVES): (CHECK ONLY ONE)

(67) ___-1 Looked up to?
___-2 Not noticed one way or another? or
___-3 Looked down on?
___-7 DK
___-9 Refused

9. How much trouble, such as fighting and students getting ripped off, takes place at your school? Would you say that there is (READ ALTERNATIVES) of this kind of trouble?

(68) ___-0 None
___-1 A little
___-2 Some
___-3 A lot
___-7 DK
___-9 Refused

10. Some people like school very much. Others don't. How do you feel about going to your school? Do you (READ ALTERNATIVES):

(69) ___-0 not like it at all
___-1 not like it very much
___-2 like it some
___-3 like it very much
___-7 DK
___-9 Refused

11. How interesting are most of your academic classes to you? Do you find them (READ ALTERNATIVES)?

(70) ___-0 Not at all interesting
___-1 Not very interesting
___-2 Fairly interesting
___-3 Very interesting
___-7 DK
___-9 Refused

CARD 2

12. Have you participated in the following extracuricular school activities during this school year? (READ ITEMS - CHECK ONE RESPONSE FOR EACH ITEM a-d)

		No	Yes	Refused
a. The school newspaper or yearbook	(01)	___-0	___-1	___-9
b. Music, art or drama	(02)	___-0	___-1	___-9
c. Athletic teams	(03)	___-0	___-1	___-9
d. Other school clubs or activities	(04)	___-0	___-1	___-9

13. Is there a teacher or counselor that you feel comfortable talking to about important things or about problems you are having?

(05) ___-0 No (SKIP TO Q15)
___-1 Yes (ASK Q14)
___-9 Refused (SKIP TO Q15)

14. How much do you feel you can trust what this person tells you? (READ ALTERNATIVES)

(06) ___-0 Not at All
___-1 A little
___-2 A fair amount
___-3 A lot
___-7 DK
___-8 NA
___-9 Refused

15. In general, how fairly do you feel your teachers treat you? (READ ALTERNATIVES)

(07) ___-0 Not fairly at all
___-1 Not very fairly
___-2 Somewhat fairly
___-3 Very fairly
___-7 DK
___-9 Refused

16. How many times have you repeated a grade? (DO NOT READ ALTERNATIVES)

(08) ___-0 Zero
___-1 One
___-2 2 or more
___-7 DK
___-9 Refused

17. How many times have you ever been suspended or expelled from school? (DO NOT READ ALTERNATIVES)

(09) ___-0 Zero
___-1 One
___-2 2 or more
___-7 DK
___-9 Refused

18. How likely is it that you will (READ ITEM THEN ALTERNATIVES)

			Not very Likely	Somewhat Likely	Very Likely	DK	Refused
a.	Graduate from high school	(10)	___-0	___-1	___-2	___-7	___-9
b.	Attend college	(11)	___-0	___-1	___-2	___-7	___-9
c.	Join the armed forces	(12)	___-0	___-1	___-2	___-7	___-9
d.	Get a job you like	(13)	___-0	___-1	___-2	___-7	___-9

19. I'm going to read you a list of jobs people might do. For each one, tell me whether you admire someone who does the job a lot, some, a little or not at all.

			A Lot	Some	A Little	Not At All	Refused
1.	Professional Athlete	(14)	___-1	___-2	___-3	___-4	___-9
2.	Office worker	(15)	___-1	___-2	___-3	___-4	___-9
3.	Auto Mechanic	(16)	___-1	___-2	___-3	___-4	___-9
4.	Teacher	(17)	___-1	___-2	___-3	___-4	___-9
5.	Drug Dealer	(18)	___-1	___-2	___-3	___-4	___-9
6.	Lawyer	(19)	___-1	___-2	___-3	___-4	___-9
7.	Pimp	(20)	___-1	___-2	___-3	___-4	___-9
8.	Salesman	(21)	___-1	___-2	___-3	___-4	___-9
9.	Doctor	(22)	___-1	___-2	___-3	___-4	___-9
10.	Minister	(23)	___-1	___-2	___-3	___-4	___-9

III. FREE TIME/RELIGIOUSITY

This next set of questions asks about what you do in your free time, that is when you're not at school or work, as well as about the kind of clubs or organizations to which you belong.

1. What groups or clubs do you belong to outside of school (CHECK ALL THAT APPLY)

____ Church group or club
____ Community group or club
____ Youth group or club like PAL or Boy Scouts
____ Social group or club
____ Other (SPECIFY)/: _____
___ Refused

1a. NUMBER OF CLUBS ___ (24-25)

The next few questions are about religion.

2. In what religion were you raised? (NOTE: Not necessarily current religion)

WRITE IN AND CODEBACK

(26) ___-1 Catholic
___-2 Protestant
___-3 Muslim/Islamic/Sikh
___-4 Jewish
___-5 Other
___-6 None
___-9 Refused

3. How often did you attend religious services over the past six months? (READ ALTERNATIVES)

(27) ___-0 Never
___-1 Rarely
___-2 Once or twice a month
___-3 About once a week or more
___-7 DK
___-9 Refused

4. How important is religion in your life? (READ ALTERNATIVES)

(28) ___-0 Not important
___-1 A little important
___-2 Very important
___-9 Refused

5. The next questions ask about the kinds of things you do in your free time. About how often over the last month did you do each of the following? (READ ITEM THEN ALTERNATIVE) (CHECK ONE RESPONSE FOR EACH LINE.)

		Almost Every-day (1)	3-5 Times a week (2)	Once or Twice a week (3)	1-3 Times a month (4)	Almost Never (5)	Refused (9)
a.	Go to movies. (29)	___	___	___	___	___	___
b.	Go to rap concerts, dance clubs, or go go bars (30)	___	___	___	___	___	___
c.	Participate in church or community groups or do volunteer work (31)	___	___	___	___	___	___
d.	Hang out with friends or go to parties (32)	___	___	___	___	___	___
e.	Do nothing (33)	___	___	___	___	___	___
f.	Get high (alcohol or drugs) (34)	___	___	___	___	___	___
g.	Exercise or do something creative (35)	___	___	___	___	___	___
h.	Any other way you spend much of your free time? (Specify) (36) _____	___	___	___	___	___	___

6. How much of your free time do you spend with each of the following person(s)? (READ ITEM THEN ALTERNATIVES)

		Most (1)	Some (2)	A Little (3)	None (4)	Refused (9)
a.	Your family (37)	___	___	___	___	___
b.	Your friends (38)	___	___	___	___	___
c.	Alone (39)	___	___	___	___	___

7. Excluding illegal activities, do you have a part-time job?

(40) ___-0 No ___-9 Refused
___-1 Yes

8. In the past week how many hours of television have you watched?

(41-42) ___ ___ hours ___-99 Refused

9. What is your favorite TV program? _____ (43-44)

10. Who is your favorite TV personality?

_____ (45-46)

11. In the past week, about how many hours have you spent-listening to the radio?

___ -99 Refused

(47-48)

12. What is your favorite radio station? _____ (49-50)

13. Who is your favorite radio personality? _____ (51-52)

IV. PEER RELATIONS

The next set of questions asks about your friends and how well you all get along.

1. How many close friends would you say you have? ____ (53-54) -99 Refused

2. Do you currently have a girlfriend?

(55) ___-0 No ___ -9 Refused
___-1 Yes

IF "0" CLOSE FRIENDS AND NO GIRLFRIEND, SKIP TO Q5

3. How often are you able to talk to your close friends or girlfriend about important things or problems you are having (READ ALTERNATIVES)?

(56) ___-0 Never
___-1 Rarely
___-2 Some of the time
___-3 Most of the time
___-4 All of the time
___-7 DK
___-8 NA
___-9 Refused

4. How much do you feel you can trust your close friends or girlfriend to help you make important decisions, for example, about your family, school, personal problems or things like that? (READ ALTERNATIVES)

(57) ___-0 Not at all
___-1 Not very much
___-2 Some
___-3 A great deal
___-7 DK
___-8 NA
___-9 Refused

5. How closely do you think your ideas agree with your FRIENDS' ideas about (Read item)? Would you say your ideas are (Read alternative)?

	Mostly Alike (1)	Somewhat Alike (2)	Not Much Alike (3)	Not at All Alike (4)	DK (7)	Refused (9)
a. What you should do with your life (58)	___	___	___	___	___	___
b. What you do in your free time (59)	___	___	___	___	___	___
c. How you dress — what clothes you wear (60)	___	___	___	___	___	___

		Mostly Alike (1)	Somewhat Alike (2)	Not Much Alike (3)	Not at All Alike (4)	DK (7)	Refused (9)
d.	How you feel about smoking cigarettes (61)	___	___	___	___	___	___
e.	Using drugs (62)	___	___	___	___	___	___
f.	Drinking alcohol (63)	___	___	___	___	___	___

How closely do you think your ideas agree with your PARENTS' ideas about (READ ITEM)? Would you say your ideas are (READ ALTERNATIVE)?

g.	What you should do with your life (64)	___	___	___	___	___	___
h.	What you do in your free time (65)	___	___	___	___	___	___
i.	How you dress — what clothes you wear (66)	___	___	___	___	___	___
j.	How you feel about smoking cigarettes (67)	___	___	___	___	___	___
k.	Using drugs (68)	___	___	___	___	___	___
l.	Drinking alcohol (69)	___	___	___	___	___	___

V. SUBSTANCE ABUSE

Now I am going to ask you some different types of questions. These next questions ask about experiences with a number of substances from cigarettes to alcohol, to marijuana to crack. Again, let me assure you that nothing you say to me will ever be made public or given over to anyone, and that includes teachers, principals, parents, the law — ANYONE. It is crucial that in answering these questions you tell me as much as you can about the way it is for you.

CARD 3

The following questions are about CIGARETTE SMOKING.

1. Have you ever smoked cigarettes? (READ ALTERNATIVES)

(01) ___-0 Never smoked (SKIP TO Q6)
___-1 Did previously but not now (ASK Q1a-Q1b)
___-2 Currently smoke (SKIP TO Q2)
___-9 Refused (SKIP TO Q6)

a. When you smoked, how many cigarettes did you generally smoke in a day? (DO NOT READ ALTERNATIVES)

(02) ___-0 Only smoked occasionally
___-1 Less than one half pack of cigarettes per day (10 or fewer)
___-2 Between 1/2 and one pack a day (11-20)
___-3 More than one pack a day (21+)
___-8 NA
___-9 Refused

b. How many months ago did you stop smoking?

(03-04) ___ months ___-98 NA ___-99 Refused

SKIP TO Q3

2. In the past 30 days, how many cigarettes would you say you smoked each day? (DO NOT READ ALTERNATIVES)

(05) ___-1 Less than one half pack of cigarettes per day (10 or fewer)
___-2 Between 1/2 and one pack a day (11-20)
___-3 More than one pack a day (21+)
___-8 NA
___-9 Refused

3. How old were you when you smoked your first cigarette?

(06-07) ___ ___ or ___-98 NA or ___-99 Refused
Age

4. How many times have you tried to stop smoking and found that you could not?

(08) ____ Number ___-8 NA ___-9 Refused

IF CURRENTLY SMOKES, ELSE SKIP TO Q6

5. Do you want to stop smoking now?

(09) ___-0 No
___-1 Yes
___-8 NA
___-9 Refused

The next questions are about ALCOHOLIC BEVERAGES, including beer, wine, and hard liquor.

6. To what extent is alcohol use by students a problem at your school? Would you say it is (READ ALTERNATIVE)

(10) ___-1 A very big problem ___-9 Refused
___-2 Somewhat of a problem
___-3 A small problem
___-4 Not a problem at all

7. To what extent is alcohol use a problem in the neighborhood where you live? Would you say it is (READ ALTERNATIVE)?

(11) ___-1 A very big problem ___-9 Refused
___-2 Somewhat of a problem
___-3 A small problem
___-4 Not a problem at all

8. Have you ever had alcohol to drink? (DO NOT READ ALTERNATIVES; IF "YES", USE PROBE "HAVE YOU USED IT MORE THAN ONCE OR TWICE?" CHECK APPROPRIATE BOX)

(12) ___-0 No (ASK Q8a) -9 Refused
___-1 Once or Twice (ASK Q8A) (SKIP TO Q9)
___-2 Yes (SKIP TO Q9)

8a. Why do you think you haven't gotten into using alcohol more? (RECORD VERBATIM AND PROBE)

(13-14)

(15-16)

(17-18)

IF USED ONCE OR TWICE, ASK Q9, ELSE SKIP TO Q16

9. How many different times have you had alcohol to drink?

a. during the last 12 months ____ ___ (19-21) Number or ___-998 NA or ___-999 Refused

b. during the last 30 days ____ ___ (22-24) Number or ___-998 NA or ___-999 Refused

IF Q9a = 0, SKIP TO Q12, NOTE: 9b CANNOT BE LARGER THAN 9a.

The following questions ask about how much you drink. For these questions, a "drink" means any of the following:

A can or bottle of beer or malt liquor (Bull) [NOTE: A BUMPER OF BEER EQUALS 3 DRINKS]
The equivalent of a glass of wine (Wild Irish Rose)
The equivalent of a mixed drink or shot glass of hard liquor like gin, vodka, rum or whiskey

10. Think back over the last 30 days. How many drinks did you have over the past month/30 days? (DON'T READ ALTERNATIVES)

___ ___ (25-27) Number or ___-998 NA or ___-999 Refused

11. How about the past week/seven days. How many drinks did you have?

___ (28-29) Number or ___-98 NA or ___-99 Refused

12. Have you ever tried to stop using alcoholic beverages?

(30) ___-0 No (SKIP TO Q13) ___-8 NA
___-1 Yes (ASK Q12a) ___-9 Refused

12a. Are you still off alcohol?

(31) ___-0 No (SKIP TO Q12c) ___-8 NA
___-1 Yes (ASK Q12b) ___-9 Refused

12b. What helped you most in stopping? Anything else?

(32-33)

(34-35)

(36-37)

SKIP TO Q13

12c. Why have you had trouble stopping? Anything else?

(38-39)

(40-41)

(42-43)

13. How old were you the first time you drank enough to feel drunk or very high?

(44-45) ___ ___ Age

___-98 NA
___-99 Refused

14. Who did you have your first drink with? (CHECK ONE)

(46)
___-1 Parent
___-2 Brother or Sister
___-3 Friends
___-4 Other Family
___-5 Alone
___-6 Other (Specify)

___-8 NA
___-9 Refused

15. Who do/did you usually drink with? (CHECK ONE)

(47)
___-1 Parent
___-2 Brother or Sister
___-3 Friends
___-4 Other Family
___-5 Alone
___-6 Other (Specify)

___-8 NA
___-9 Refused

The next set of questions ask how you feel about drugs/dope.

16. For each of the following items tell me if you believe it to be true or false for you.

		False (0)	True (1)	DK (7)	Refused (9)
a. People who use drugs generally seem to have more fun than those who don't use drugs	(48)	___	___	___	___
b. Dealing in drugs is a good way to get ahead or to get money, especially for young men in my neighborhood.	(49)	___	___	___	___
c. Teenagers should smoke marijuana at least once and then decide for themselves whether to keep on using it.	(50)	___	___	___	___

	False (0)	True (1)	DK (7)	Refused (9)
d. Teenagers should try PCP at least ~~once and then decide for~~ themselves whether to keep on using it. (51)	___	___	___	___
e. Using drugs is likely to be bad for your health. (52)	___	___	___	___
f. Using drugs is likely to cause problems at home. (53)	___	___	___	___
g. Using drugs is likely to cause problems with your progress at school. (54)	___	___	___	___
h. Using drugs isn't dangerous as long as you know what you are doing. (55)	___	___	___	___

17. To what extent do you think drug use by students is a problem at your school? Would you say it is (READ ALTERNATIVE)?

(56) ___-1 A very big problem
___-2 Somewhat of a problem
___-3 A small problem
___-4 Not a problem at all
___-9 Refused

18. To what extent do you think that drug use is a problem in the neighborhood where you live? Would you say it's (READ ALTERNATIVE)?

(57) ___-1 A very big problem
___-2 Somewhat of a problem
___-3 A small problem
___-4 Not a problem at all
___-9 Refused

The next questions are about your experience with drugs. First, I'm going to ask you about MARIJUANA, CESS and HASHISH. (READ ALL THE POSSIBLE NAMES)

Marijuana is sometimes called:		Hashish is sometimes called:
Grass	Reefer	Hash
Pot	Cess/Sense	Hash oil
Dope		
Joint		
Hemp		

In the following questions, when we say marijuana, we mean any of these substances.

19. Have you ever used marijuana?

(58) ___-0 No (SKIP TO Q20)
___-1 Yes (ASK Q19a)
___-9 Refused (SKIP TO Q28)

About how many different times have you used marijuana (READ ITEM)?

a. during the last 12 months ____ (59-61) or ___-998 NA or ___-999 Refused

b. during the last 30 days ____ (62-64) or ___-998 NA or ___-999 Refused

IF Q19a = 0, ASK Q20, THEN SKIP TO Q24. NOTE: 19b CANNOT BE LARGER THAN 19a. IF Q19a IS GREATER THAN 0, SKIP TO Q21.

20. What are the most important reasons why you haven't used any marijuana (in the past year/ever)?

(65-66)

(67-68)

(69-70)

IF NEVER USED, SKIP TO Q28, ELSE SKIP TO Q24

CARD 4

21. I'd like you to tell me the most important reasons why you use(d) marijuana? Anything else?

(01-02)

(03-04)

(05-06)

22. How often do/did you use marijuana with at least one other person? (READ ALTERNATIVES)

(07) ___-1 Always
___-2 Usually
___-3 Sometime
___-4 Never
___-7 DK
___-8 NA
___-9 Refused

ASK QUESTION 23-26 ONLY IF USED DRUG IN PAST MONTH (Q19b > 0) ELSE SKIP TO Q24

23. During the LAST MONTH, about how many joints, on average did you smoke a day? (If you shared them with other people, count only the amount you smoked.)

(08) ___-0 Less than 1 a day OR ___ NUMBER
___-7 DK
___-8 NA
___-9 Refused

24. How old were you when you first used marijuana?

___ AGE or
(09-10)

___-98 NA
___-99 Refused

25. Who did you first use it with? (CHECK ONLY ONE)

(11) ___-1 Alone
___-2 Parent
___-3 Brother or Sister
___-4 Friends
___-5 Other Family
___-6 Other
___-7 DK
___-8 NA
___-9 Refused

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26. Who do/did you usually use it with? (CHECK ONLY ONE)

(12) ___-1 Alone
___-2 Parent
___-3 Brother or Sister
___-4 Friends
___-5 Other Family
___-6 Other
___-7 DK
___-8 NA
___-9 Refused

27. Have you ever tried to stop using marijuana?

(13) ___-0 No (SKIP TO Q28)
___-1 Yes (ASK Q27a)
___-8 NA
___-9 Refused

27a. Are you still off marijuana?

(14) ___-0 No (SKIP TO 27c)
___-1 Yes (ASK 27b)
___-8 NA
___-9 Refused

27b. What helped you most in stopping?

(15-16)

(17-18)

(19-20)

SKIP TO Q28

27c. Why did you have trouble stopping?

(21-22)

(23-24)

(25-26)

FOR EACH OF THE FOLLOWING DRUGS TELL ME IF YOU HAVE:

28. (a) ever used it? **(IF NO, SKIP TO NEXT DRUG; IF YES ASK)**:

(b) About how many different times did you use (substance) in past year/12 months? **(IF = 0, SKIP TO Q28d, IF > 0, ASK c)**:

(c) About how many different times did you use (substance) in past 30 days?

(d) How old were you when you first used (substance)? [Go to next drug.]

NOTE: FOR 28b, CODE 998 FOR BA AND 999 FOR REFUSED; FOR 28c AND 28d, CODE 98 FOR BA AND 99 FOR REFUSED

DRUG	28a. Ever 1=Yes 0=No 9=Refused	28b. Last Year write in number	28c. Last 30 Days write in number	28d Age write in age
			CARD 5	
Hallucinogens (LSD, Acid, Mescaline)	(27) ___	(38-40) ___	(01-02) ___	(23-24) ___
PCP (Angel Dust, Dust, Loveboat, Lovely and Boat)	(28) ___	(41-43) ___	(03-04) ___	(25-26) ___
Cocaine not including crack (Toot, Snow, Powder)	(29) ___	(44-46) ___	(05-06) ___	(27-28) ___
Crack (Rock)	(30) ___	(47-49) ___	(07-08) ___	(29-30) ___
Heroin (Smack, Horse, Skag)	(31) ___	(50-52) ___	(09-10) ___	(31-32) ___
Narcotics other than Heroin (Methadone, Opium, Codeine, Morphine)	(32) ___	(53-55) ___	(11-12) ___	(33-34) ___
Amphetamines to get high (Speed, Uppers, Bennies)	(33) ___	(56-58) ___	(13-14) ___	(35-36) ___
Barbituates & Tranquilizers to get high (Downs, Reds, Blues, Rainbows)	(34) ___	(59-61) ___	(15-16) ___	(37-38) ___
Quaaludes (Sopers, Quads, Ludes)	(35) ___	(62-64) ___	(17-18) ___	(39-40) ___
Inhalants (Glue, Paint, Poppers)	(36) ___	(65-67) ___	(19-20) ___	(41-42) ___
Non-prescription drugs to get high (Cough or cold medicine or diet or sleeping pills)	(37) ___	(68-70) ___	(21-22) ___	(43-44) ___

IF NO DRUG (Q28), MARIJUANA (Q19) OR ALCOHOL (Q8) USE, SKIP TO Q31.

30. You said you have done each of the following (READ BACK DRUGS THEY SAID THEY HAVE EVER DONE, INCLUDE CIGARETTES, ALCOHOL AND MARIJUANA). Which of these did you do first? Which next? Next? (WRITE DOWN THE ORDER IN WHICH THEY WERE USED — "1" = First; "2" = Second, etc.)

(45) ___ Cigarettes
(46) ___ Alcohol
(47) ___ Marijuana
(48) ___ Hallucinogens
(49) ___ PCP
(50) ___ Cocaine
(51) ___ Crack
(52) ___ Amphetamines
(53) ___ Barbituates & Tranquilizers
(54) ___ Quaaludes
(55) ___ Inhalants
(56) ___ Non-prescription drugs
(57) ___ Heroin

31. How easy would it be for you to get (READ EACH DRUG) if you wanted to? Would you say it would be (Read alternatives).

	Very Easy (1)	Easy (2)	Somewhat Difficult (3)	Very Difficult (4)	DK (5)	Refused (9)
Marijuana or hashish (58)	___	___	___	___	___	___
LSD or other psychedelics (59)	___	___	___	___	___	___
Coke (not including crack) (60)	___	___	___	___	___	___
Crack (61)	___	___	___	___	___	___
Heroin (62)	___	___	___	___	___	___
Methadone (63)	___	___	___	___	___	___
Amphetamines (64)	___	___	___	___	___	___
Barbituates or tranquilizers (65)	___	___	___	___	___	___
Alcohol (66)	___	___	___	___	___	___
Quaaludes (67)	___	___	___	___	___	___
PCP (68)	___	___	___	___	___	___
Narcotics other than heroin (69)	___	___	___	___	___	___

IF NO DRUG USE IN Q28, ASK Q32

CARD 6

32. Why do you think you haven't gotten in to using drugs? (RECORD VERBATIM AND PROBE: ANYTHING ELSE?)

(01-02)

(03-04)

(05-06)

SKIP TO Q34

33. In the last month have you ever taken more than one drug including alcohol at the same time?

(07) ___-0 No (SKIP TO Q34)
___-1 Yes (ASK 33a & b)
___-8 NA
___-9 Refused

33a. How many different times did you do this in the last month?

(08) ___-1 Once
___-2 2-3
___-3 4-5
___-4 6-9
___-5 10-19
___-6 20 or more
___-8 NA
___-9 Refused

33b. What combinations of drugs do you most often use together? [PUT LOWEST NUMBERS FIRST, I.E., 1-3-5]

First Combo 2nd Combo 3rd Combo 4th Combo

___/___/___ (09-11) ___/___/___ (12-14) ___/___/___ (15-17) ___/___/___ (18-20)

Combinations Used

1. Marijuana
2. Alcohol
3. PCP
4. Crack
5. Coke
6. Heroin
7. Narcotics & Opiates other than Heroin
8. Barbiturates & Tranquilizers
9. Inhalants
0. Nonprescription Drugs

34. To the best of your knowledge, over the past 30 days, has anyone in your house except you used any of the following: (CHECK ALL THAT APPLY)

		0 = No 1 = Yes 8=NA 9=Refused
a. Marijuana	(21)	___
b. Alcohol	(22)	___
c. LSD	(23)	___
d. PCP	(24)	___
e. Crack	(25)	___
f. Coke	(26)	___
g. Heroin	(27)	___
h. Narcotics & Opiates to get high	(28)	___
i. Barbiturates & Tranq's	(29)	___
j. Quaaludes	(30)	___
k. Inhalant	(31)	___
l. Nonprescription Drugs, e.g., cough medicine	(32)	___

IF YES TO ANY DRUG IN Q34, AND RESPONDENT USES DRUGS OR ALCOHOL, ASK 34a ELSE SKIP TO Q35

34a. Have you ever used this substance with the people you live with?

(33) ___-0 No
___-1 Yes
___-8 NA
___-9 Refused

35. In the past year has drug or alcohol use caused any problems for persons living in your house with (READ ALTERNATIVES)? (CHECK ALL THAT APPLY)

		0 = No 1 = Yes 8 = NA 9 = Refused
Their health	(34)	___
Their work or employment	(35)	___
Their family life	(36)	___
The police	(37)	___
Relationships with their neighbors	(38)	___
Relationships with their friends	(39)	___

IF NO MARIJUANA, ALCOHOL OR DRUG USE BY RESPONDENT, SKIP TO Q37

36. Has your use of alcohol, marijuana, or other illegal drugs ever caused any of the following problems for you? Has alcohol or drug use (READ EACH ITEM)?

		0 = No 1 = Yes	8 = NA 9 = Refused
a.	Caused you to behave in ways that you later regretted	(40)	___
b.	Hurt your relationship with your parents or other family members	(41)	___
c.	Hurt your relationship with your girlfriend	(42)	___
d.	Hurt your relationship with your friends	(43)	___
e.	Hurt your relationships with teachers or supervisors	(44)	___
f.	Involved you with people you think are a bad influence on you	(45)	___
g.	Hurt your performance in school and/or on the job	(46)	___
h.	Caused you to be less interested in other activities than you were before	(47)	___
i.	Caused you to have less energy	(48)	___
j.	Got you confused	(49)	___
k.	Affected your health	(50)	___
l.	Gotten you into trouble with the police	(51)	___

37. To your knowledge, in the past 30 days have any of your close friends used: (READ ITEM THEN ALTERNATIVE)

		0 = No 1 = Yes	9 = Refused
a.	Cigarettes	(52)	___
b.	Alcohol	(53)	___
c.	Marijuana	(54)	___
d.	LSD	(55)	___
e.	PCP	(56)	___
f.	Coke (not including crack)	(57)	___
g.	Crack	(58)	___
h.	Heroin	(59)	___

			0 = No 1 = Yes 9 = Refused
i.	Narcotics and Opiates	(60)	___
j.	Amphetamines	(61)	___
k.	Barbiturates & Tranquilizers	(62)	___
l.	Quaaludes	(63)	___
m.	Inhalants	(64)	___
n.	Nonprescription drugs to get high	(65)	___

38. How much do you think people risk harming themselves or causing problems for themselves if they: (READ ITEM THEN ALTERNATIVES).

			No Risk (0)	Some Risk (1)	Alot of Risk (2)	Refused (9)
a.	Use PCP	(66)				
b.	Smoke marijuana	(67)	___	___	___	___
c.	Use crack	(68)	___	___	___	___
d.	Use heroin	(69)	___	___	___	___
e.	Drink alcohol	(70)	___	___	___	___

IF NO MARIJUANA (Q19) OR ALCOHOL (Q9) OR DRUG USE (Q28) SKIP TO NEXT SECTION!

39. In the past month how much money did you spend on alcoholic beverages? (DO NOT READ ALTERNATIVES)

(71) ___-0 None
___-1 under $10
___-2 $10-$29
___-3 $30-$49
___-4 $59-$99
___-5 $100-$199
___-6 $200 or more
___-8 NA
___-9 Refused

40. In the past month how much money did you spend on drugs? (DO NOT READ ALTERNATIVES)

(72) ___-0 None
___-1 under $10
___-2 $10-$29
___-3 $30-$49
___-4 $59-$99
___-5 $100-$199
___-6 $200 or more
___-8 NA
___-9 Refused

IF Q39 AND Q40 = NONE, SKIP TO Q42

CARD 7

41. Where did you get the money to pay for your drugs or alcohol? (RECORD VERBATIM AND CODEBACK TO ALL THAT APPLY. DO NOT READ ALTERNATIVES.

(01-02) ___-01 legal job
___-03 allowance
___-04 savings
(03-04) ___-05 borrow
___-06 stealing money
(05-06) ___-07 selling personal items
___-08 selling stolen items
(07-08) ___-09 selling drugs/hustling drugs
___-10 stealing drugs/alcohol
(09-10) ___-11 other criminal acts
___-12 Other (specify)
(11-12) ___-98 NA
___-99 Refused

42. In general, who do you get your drugs from? Anyone else? (CHECK ALL THAT APPLY AND DO NOT READ ALTERNATIVES)

___-01 Family members in household
(13-14) ___-02 Other members in household
___-03 Other relatives (give or purchase)
(15-16) ___-04 Take from siblings, parents or other relatives
___-05 Friends
(17-18) ___-06 Other classmates
___-07 Other school kids
(19-20) ___-08 Adult dealers
___-09 Other (Specify): _____
___-98 NA
___-99 Refused

43. Where do you get your alcohol? (CHECK ALL THAT APPLY — DO NOT READ)

___-01 Family members in household
(21-22) ___-02 Other household members
___-03 Other relatives purchase it for me
(23-24) ___-04 Take it from parents, siblings, or other relatives without their knowledge
___-05 Buy it from a store without ID
(25-26) ___-06 Buy it from a store using fake ID
___-07 Friends purchase it from a store without ID
___-08 Friends purchase it from a store using fake ID
(27-28) ___-09 Older friends purchase it for us
___-10 Steal it
___-98 NA
___-99 Refused

VI. VICTIMIZATION, DELINQUENCY AND DRUGS

The next items ask about a variety of experiences in which you may have been hurt, hurt others or were involved in criminal behavior. We are also interested in this section, as we were in the last, in the extent to which drug use was involved in these activities.

1. Now I'd like to ask you a few questions about your having been a victim of violence. **(CHECK ALL THAT APPLY)**

0=No
1=Yes 9=Refused

a. ___ (29) Have you been attacked, threatened, or robbed by a person with a weapon (such as a gun, knife, bottle or chair)?

b. ___ (30) Have you needed medical attention because of injuries you sustained after a beating?

c. ___ (31) Have you been badly beaten up or attacked by someone who does not live in your house?

d. ___ (32) Have you ever been badly beaten up by your mother, father or any person you live with?

e. ___ (33) Have you ever been sexually molested by anyone (or an attempt been made to do so)?

2. Have you ever (READ ITEM)?

FOR EACH YES RESPONSE IN Q2, ASK Q3-5 IMMEDIATELY. IF NO, SKIP TO NEXT BEHAVIOR.

3. In the last 12 months, how many times did you do this?

4. During any of these times, were you using drugs?

5. Did you ever do this to get drugs or to get money to buy drugs?

6. How old were you when you first (READ ITEM AGAIN)?

7. Were you arrested ("caught a beef") for this in the last 12 months?

	EVER Q2 1=Yes 0=No 9=Ref	# TIMES Q3 98=NA 99=Ref	DRUGS Q4 1=Yes 0=No 8=NA 9=Ref	GET DRUGS Q5 1=Yes 0=No 8=NA 9=Ref	AGE Q6 98=NA 99=Ref	ARRESTS Q7 1=Yes 0=No 8=NA 9=Ref	
a. Taken a car or motor vehicle without the owner's permission	(34)	(49-50)	(07)	(22)	(37-38)	(01)	CARD
b. Broken into or entered a home, apartment, or building when you were not supposed to be there but stole nothing	(35)	(51-52)	(08)	(23)	(39-40)	(02)	
c. Broken into a place or car and taken something from it	(36)	(53-54)	(09)	(24)	(41-42)	(03)	
d. Been part of a group that physically attacked or threatened another person	(37)	(55-56)	(10)	(25)	(43-44)	(04)	
e. Carried a concealed weapon such as a gun or knife	(38)	(57-58	(11)	(26)	(45-46)	(05)	
f. By yourself, fought, beaten-up, or physically attacked another kid so that the kid probably needed a doctor	(39)	(59-60)	(12)	(27)	(47-48)	(06)	
g. Destroyed, damaged, or marked up any property (other than your own family's)	(40)	(61-62)	(13)	(28)	(49-50)	(07)	

2. Have you ever (READ ITEM)?

FOR EACH YES RESPONSE IN Q2, ASK Q3-5 IMMEDIATELY. IF NO, SKIP TO NEXT BEHAVIOR.

3. In the last 12 months, how many times did you do this?

4. During any of these times, were you using drugs?

5. Did you ever do this to get drugs or to get money to buy drugs?

6. How old were you when you first (READ ITEM AGAIN)?

7. Were you arrested ("caught a beef") for this in the last 12 months?

	EVER Q2 1=Yes 0=No 9=Ref	# TIMES Q3 98=NA 99=Ref	DRUGS Q4 1=Yes 0=No 8=NA 9=Ref	GET DRUGS Q5 1=Yes 0=No 8=NA 9=Ref	AGE Q6 98=NA 99=Ref	ARRESTS Q7 1=Yes 0=No 8=NA 9=Ref
h. Bought, received or sold anything that you knew was stolen	(41)	(63-64)	(14)	(29)	(51-52)	(08)
i. Driven a car or motor vehicle while under the influence of alcohol or other drugs	(42)	(65-66)	(15)	(30)	(53-54)	(09)
j. Sold drugs (not including liquor, wine, or beer) to another person	(43)	(67-68)	(16)	(31)	(55-56)	(10)
k. Used force or the threat of force to take something from another person (for example, money, drugs, or something belonging to this person)	(44)	(69-70)	(17)	(32)	(57-58)	(11)
l. Assaulted someone sexually	(45)	(71-72) CARD 8	(18)	8 (33)	(59-60)	(12)
m. Hit a parent, teacher, or some other adult	(46)	(01-02)	(19)	(34)	(61-62)	(13)
n. Pulled a weapon to show you meant business or threatened someone with a weapon	(47)	(03-04)	(20)	(35)	(63-64)	(14)
o. Shot, stabbed or killed someone	(48)	(05-06)	(21)	(36)	(65-66)	(15)

8. In the last year were you arrested for possession of drugs?

(16) ___-0 No ___ -9 Refused
___-1 Yes

9. Are you on probation?

(17) ___-0 No ___ -9 Refused
___-1 Yes

ONLY ASK IF RESPONDENT DID SOME CRIME AND WAS INVOLVED IN DRUGS, BUT CHECK ONE REGARDLESS

10. Generally, would you say that your involvement in these activities came before you began using drugs, at about the same time, or after you began using drugs. (CHECK ONE) (DO NOT READ ALTERNATIVES)

(18) ___-1 Drugs before crime
___-2 Crime before drugs
___-3 Same time
___-4 Never did a crime but did drugs
___-5 Never did drugs but did crime
___-6 Never did a crime or drugs
___-9 Refused

VII. DRUG NETWORKS

This set of questions ask about drug sales in your school and your neighborhood. Again, answer the questions to the best of your ability. Your answers will be treated as strictly confidential.

1. First let me ask: (READ ALTERNATIVES)

		None (0)	A few (1)	Some (2)	Lots (3)	Refused (9)
a. About how many of the students in your school do you believe sell drugs?	(19)	___	___	___	___	___
b. About how many of your friends do you believe sell drugs	(20)	___	___	___	___	___
c. About how many of the adults in your neighborhood do you believe sell drugs	(21)	___	___	___	___	___

2. Next, I'd like to ask: (CHECK APPROPRIATE CATEGORY — DO NOT READ)

		<$50 (1)	$50-249 (2)	$250-500 (3)	$501-1000 (4)	$1000+ (5)	NA (8)	Refused (9)
a. About how much money do you think students who sell drugs at school make each week?	(22)	___	___	___	___	___	___	___
b. About how much money do you think your friends who sell drugs make each week	(23)	___	___	___	___	___	___	___
c. About how much money do you think adults in your neighborhood who sell drugs make each week	(24)	___	___	___	___	___	___	___

3. Do you think students you know who are selling drugs will be doing it after they finish going to school as their main job, as a sideline to add to their income, or will they stop doing it when they get out of school?

(25)
___-1 Main job
___-2 Sideline
___-3 Quit
___-7 DK
___-9 Refused

4. Thinking about your own job choices after you complete your schooling, how likely do you think it is that you will be selling drugs either as your main way to make money or on the side, as a way to add to your income. Would you say it is (READ ALTERNATIVES)?

(26) ___-1 Definite (ASK Q5)
___-2 Very Likely (ASK Q5)
___-3 Somewhat Likely (ASK Q5)
___-4 Not very likely (SKIP TO Q6)
___-5 Not at all likely (SKIP TO Q6)
___-7 DK (SKIP TO Q6)
___-9 Refused (SKIP TO Q6)

5. Which do you think is more likely, that you will be involved in selling drugs as your main source of income or as a sideline to earn some extra money?

(27) ___-1 Main income
___-2 Side income
___-3 Equally likely
___-8 NA
___-9 Refused

6. What do you think you would do if you saw someone you know selling drugs? (RECORD VERBATIM AND CODEBACK. CHECK ALL THAT APPLY.

(28-29)

(30-31)

(32-33)

___-01 Ignore it/walk away (ASK Q6a)
___-02 Hang out with him while he was selling
___-03 Speak to him about making a purchase
___-04 Speak to him about the dangers of/not selling drugs anymore
___-05 Tell your friends so they could avoid him
___-06 Tell your friends so they could purchase from him/drum up business
___-07 Tell your parents
___-08 Tell his parents
___-09 Tell a school official
___-10 Tell the police

Ask only if "Ignore It" in Q6.

6a. Why?

(34-35)

(36-37)

(38-39)

7. How likely is it in a year that someone dealing drugs will get caught by the police? **(READ ALTERNATIVES)**

(40) ___-0 Not at all likely
___-1 Not very likely
___-2 Likely
___-3 Very likely
___-7 DK
___-9 Refused

8. If they are caught, how likely do you think it is that they will go to jail for at least a few months? **(READ ALTERNATIVES)**

(41) ___-0 Not at all likely
___-1 Not very likely
___-2 Likely
___-3 Very likely
___-7 DK
___-9 Refused

9. If you were to go to jail for drug sales, do you think the experience would be **(READ ALTERNATIVES):**

(42) ___-0 Not bad at all
___-1 Not too bad
___-2 Bad
___-3 Terrible
___-7 DK
___-9 Refused

10. A drug dealer may get hurt by other people involved in selling or using drugs. How likely is it that someone dealing drugs will get hurt badly or killed in the course of a year? (Read alternatives)

(43) ___-0 Not at all likely
___-1 Not very likely
___-2 Likely
___-3 Very likely
___-7 DK
___-9 Refused

VIII. SERVICES

This section of the questionnaire asks about your views on drug and alcohol education. This is an area in which little is known and your thoughts can be very useful in developing programs to help others.

[IF NOT CURRENTLY IN SCHOOL, ASK ABOUT WHEN HE WAS IN SCHOOL]

1. Have you received any information about the problems of using drugs or alcohol as part of any of your regular classroom activities?

(44) ___-0 No (SKIP TO Q2)
___-1 Yes (ASK Q1a-1c)
___-9 Refused

1a. During what grades? (RECORD ALL THAT APPLY: 0=NO, 1=YES, 8=NA, 9=REFUSED)

(45) ___ 5th or before
(46) ___ 6th
(47) ___ 7th
(48) ___ 8th
(49) ___ 9th
(50) ___ 10th

1b. Did this information have any affect on your using drugs or alcohol?

(51) ___-0 No (SKIP TO Q1d)
___-1 Yes (ASK Q1c)
___-8 NA
___-9 Refused

1c. How? Why?

(52-53)

(54-55)

(56-57)

1d. How do you think this information can be improved?

(58-59)

(60-61)

(62-63)

Some schools have set up programs or services to help students become more aware of drug and alcohol abuse and to help them get help if they need it. For each of the following, tell me if you know of such a program or service at your school.

2. Do you know of (READ ITEM) at your school?

FOR EACH YES, ASK Q3. IF YES TO Q3, THEN ASK Q4; FOR EACH NO TO Q2 AND Q3, GO TO NEXT ITEM

3. Have you used or participated in the program?

4. How much help has the program been to you? Would you say its been not at all helpful, not very helpful, helpful or extremely helpful?

	Q2 KNOW OF	Q3 USED	Q4 HELPFULNESS					
	0=No 1=Yes 9=Ref	0=No 1=Yes 8=NA 9=Ref	Not at All (0)	Not Very (1)	Help-ful (2)	Ex-tremely (3)	NA (8)	Refused (9)
	CARD 10							
a. A peer or student run counseling program about drugs and alcohol	(64)	(01)	(09)	—	—	—	—	—
b. A central location where you can get pamphlets about drug and alcohol use.	(65)	(02)	(10)	—	—	—	—	—
c. Alcohol/drug gameboards	(66)	(03)	(11)	—	—	—	—	—
d. A drug-mobile	(67)	(04)	(12)	—	—	—	—	—
e. Just "Say No" Clubs	(68)	(05)	(13)	—	—	—	—	—
f. "Substance Free" teams	(69)	(06)	(14)	—	—	—	—	—
g. The "Drug Busters" Team	(70)	(07)	(15)	—	—	—	—	—
h. What other drug or alcohol related programs are at your school (specify): _____	(71)	(08)	(16)	—	—	—	—	—

5. Do you think school based programs like these can help young people like you with drug and alcohol abuse problems?

___-0 No
___-1 Yes
___-9 Refused

5a. Why do you think that? Anything else?

(18-19)

(20-21)

(22-23)

5b. What would you do to improve such programs? Anything else?

(24-25)

(26-27)

(28-29)

6. What can be done in the school to convince more students to not use drugs or alcohol? Anything else?

(30-31)

(32-33)

(34-35)

7. Have you seen or heard any anti-drug or anti-alcohol ads currently being aired on television or radio or in magazines?

(36) ___-0 No (SKIP TO Q8)
___-1 Yes (ASK Q7a)
___-9 Refused

7a. Have these campaigns affected the way you use drugs or alcohol at all?

(37) ___-0 No (SKIP TO Q7c) ___-8 NA
___-1 Yes (ASK Q7b) ___-9 Refused

7b. How? Any other way?

(38-39)

(40-41)

(42-43)

7c. How do you think these ads could be changed to better get their message across to the kids at your school? Any other way?

(44-45)

(46-47)

(48-49)

8. Have you ever been in any type of drug or alcohol treatment program outside of the school?

(50) ___-1 Yes (ASK Q8a)
___-2 No, but uses drugs or alcohol (SKIP TO Q9)
___-3 No, doesn't use drugs or alcohol (SKIP TO NEXT SECTION)
___-9 Refused (SKIP TO Q9)

8a. Did you go into treatment voluntarily?

(51) ___-0 No ___-8 NA
___-1 Yes ___-9 Refused

SKIP TO QUESTION 10

9. In the past year did you consider seeking help for any drug or alcohol related problem?

(52) ___-0 No (SKIP TO Q17)
___-1 Yes considered (ASK Q9a)
___-8 NA
___-9 Refused (SKIP TO Q17)

9a. Did you actually seek any help?

(53) ___-0 No (SKIP TO Q14) ___-8 NA
___-1 Yes (ASK Q9b) ___-9 Refused (SKIP TO Q17)

9b. From whom did you seek help? (CHECK ALL THAT APPLY)

	0=No 1=Yes	8=NA 9=Refused
Family member, relative or friend	(54)	___
Mental health professional	(55)	___
Medical doctor	(56)	___
Religious counselor	(57)	___
Nonprofessional self-help (e.g., Alcoholics Anonymous)	(58)	___
School Counselor	(59)	___
Probabiton Officer	(60)	___
Drug Programs		
Methadone Maintenance Program	(61)	___
Other Outpatient Program	(62)	___
Inpatient Drug Clinic	(63)	___
Inpatient Alcohol Clinic	(64)	___
Residential drug free program	(65)	___
Residential methadone program	(66)	___
Prison	(67)	___
Other (Specify):	(68)	___

_____

IF MENTIONS ANY DRUG PROGRAM, ASK Q10 ELSE SKIP TO Q15

CARD 11

10. How long were you in treatment the last time?

(01) ___-1 1-7 days (one week)
___-2 8-14 days (two weeks)
___-3 15-29 days (3-4 weeks)
___-4 1-3 months
___-5 4-6 months
___-6 More than 6 months
___-8 NA
___-9 Refused

11. For what drug or alcohol?

(02-03)

(04-05)

(06-07)

12. When was that?

__/__/198__
MO YR
(08-09) (10)

___-998 NA
___-999 Refused

13. After treatment were you able to stay off the drug/alcohol for good, for a while, or were you able to cut down or didn't it make any difference?

(11) ___-1 For good
___-2 For awhile
___-3 Cut down
___-4 No difference
___-8 NA
___-9 Refused

SKIP TO Q15

14. IF CONSIDERED BUT DID NOT SEEK HELP

HAND OUT RESPONSE SHEET

I'm going to read you a list of reasons why people do not seek help. What are the 3 or 4 most important reasons you chose not to seek help?

		Most important reasons (1-4) 8=NA 0=Not a Reason 9=Ref
1.	You did not know where to go for help (12)	____
2.	You were afraid to go (13)	____
3.	You were worried about what other people would think or a close friend did not approve (14)	____
4.	You didn't think you could get into the program you wanted (15)	____
5.	You thought you could deal with it on your own (16)	____
6.	You had responsibilities or work you couldn't leave (17)	____

Most important reasons (1-4)
8=NA 0=Not a Reason 9=Ref

7. You didn't want to admit that you needed help (18) ____

8. You didn't feel it was causing that much trouble in your life (19) ____

9. Other _____ (20) ____

15. Prior to this were you in any other drug or alcohol treatment programs?

(21) ___-0 No ___-8 NA
___-1 Yes ___-9 Refused

16. After treatment were you able to stay off of the drug/alcohol for good, for a while, or were you able to cut down or didn't it make any difference.

(22) ___-1 For Good ___-8 NA
___-2 For awhile ___-9 Refused
___-3 Cut down
___-4 No difference

17. Have you ever tried to get into a treatment program but had to wait or couldn't get in at all?

(23) ___-1 Yes, had to wait (ASK Q17a)
___-2 Yes, couldn't get in at all (ASK Q17a)
___-3 No (SKIP TO Q18)
___-8 NA
___-9 Refused

17a. How many times has that ever happened?

(24) _____ ___-8 NA or ___-9 Refused
Number

18. What kinds of treatment or changes in your life do you think might (have) help(ed) you kick or reduce your drug/alcohol consumption?

(25-26)

(27-28)

(29-30)

IX. SELF-PERCEPTIONS

This set of questions focuses on how you see yourself and the world around you. Again, do the best you can to tell me how you really feel about each of the following.

1. Would you say that you (READ ALTERNATIVES) with each of the following?

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Refused (9)
a. Going to a party is more fun if you don't know what's going to happen there (31)	___	___	___	___	___
b. You always try to do things as safely as possible (32)	___	___	___	___	___
c. You think taking chances is better than playing it safe (33)	___	___	___	___	___
d. You wouldn't go to a go go club even if you really wanted to if it were in a part of D.C. you'd never been to (34)	___	___	___	___	___
e. You think driving a car without a license is a chance worth taking (35)	___	___	___	___	___
f. You carry a knife or gun in case you need to use it (36)	___	___	___	___	___

2. I'd like to know the extent to which you think each of the following items describe you. For each item tell me whether you strongly disagree, disagree, agree, or strongly agree that it describes you.

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Refused (9)
a. You feel that you have a number of good qualities. (37)	___	___	___	___	___
b. You feel good about who you are. (38)	___	___	___	___	___
c. At times you feel that you are not as good as most people. (39)	___	___	___	___	___

3. For each of the following items tell me whether it is true of you, mostly true of you, mostly false or false in describing you.

	True (1)	Mostly True (2)	Mostly False (3)	False (4)	Refused (9)
a. You often feel confused and mixed up (40)	___	___	___	___	___
b. You are often depressed and down in the dumps (41)	___	___	___	___	___
c. You are a calm person (42)	___	___	___	___	___
d. When things get quiet, you like to stir up a little fuss (43)	___	___	___	___	___
e. It's hard to stick to the rules (44)	___	___	___	___	___
f. What happens to people is pretty much their own making (45)	___	___	___	___	___
g. In the long run people get what they deserve in this world (46)	___	___	___	___	___
h. Whatever is going to happen will happen (47)	___	___	___	___	___

4. Now I'm going to ask you some questions about how often over the past month you have felt certain ways or done certain things? In the past month have you **(READ ITEM)** -- never, rarely, sometimes, a lot?

	Never (0)	Rarely (1)	Sometimes (2)	A Lot (3)	Refused (9)
a. Felt that you were unable to control the important things in life (48)	___	___	___	___	___
b. Felt confident about your ability to handle your personal problems (49)	___	___	___	___	___
c. Been able to control the hassles in your life (50)	___	___	___	___	___

		Never (0)	Rarely (1)	Sometimes (2)	A Lot (3)	Refused (9)
d.	Felt that there was no one you can turn to (51)	___	___	___	___	___
e.	Felt that no one really knows you well (52)	___	___	___	___	___
f.	Felt isolated from others (53)	___	___	___	___	___

5. Tell me if each of the following items are true or false for you.

		False (0)	True (1)	Refused (9)
a.	You do not have much to lose by causing trouble (in school) (54)	___	___	___
b.	It is all right to get around the law if you can (55)	___	___	___
c.	People who leave things around deserve it if their things get taken (56)	___	___	___
d.	Taking things from stores doesn't hurt anyone (57)	___	___	___
e.	It is okay to take advantage of a chump or a sucker (58)	___	___	___
f.	You have <u>never</u> disliked anyone (59)	___	___	___
g.	It is easy to get along with nasty people (60)	___	___	___
h.	You read several whole books every day (61)	___	___	___
i.	You sometimes get angry (62)	___	___	___
j.	You like to have fun (63)	___	___	___

6. Finally, what do you think should be done, if anything, to reduce drug use among people your age? Anything else?

(64-65)

(66-67)

(68-69)

CARD 12

a. By the schools? Anything else?

(01-02)

(03-04)

(05-06)

b. By others? Anything else?

(07-08)

(09-10)

(11-12)

X. WILLINGNESS TO PARTICIPATE IN A FOLLOW UP DRUG STUDY

In two years we hope to conduct a follow up study, asking similar questions to about half of the students who participated in this study.

1. Would you be willing to be interviewed again in two years?

___-0 No (Thank and Terminate the Interview)
___-1 Yes (Ask Q2)

CHECK HERE AND CODE ON NEXT PAGE

2. (If Yes) Would you give us the name and address of someone who we could contact in two years who is likely to know where to reach you in case you have moved fromm this current address?

3. One more thing. To make sure that I did my job properly in interviewing you, someone from The Urban Institute will be getting in touch with you soon.

THANK AND TERMINATE THE INTERVIEW

INTERVIEWER'S REPORT

(Fill in immediately after leaving respondent.)

Please describe anything that was special about this respondent or this interview situation

---

Did respondent agree to be recontacted?

(13) ___-0 No
___-1 Yes

Did respondent want to terminate interview before it was finished?

(14) ___-0 No
___-1 Yes

At what point(s) and why?

---

1. How cooperative was the respondent?

(15) ___-1 Very cooperative
___-2 Fairly cooperative
___-3 Not cooperative
___-4 Hostile

a. Why do you think he was (very cooperative) (fairly cooperative) (uncooperative) (hostile)?

---

2. Did respondent have trouble understanding any particular question?

(16) ___-0 No
___-1 Yes

IF "YES": Which questions?

---

3. Did respondent have trouble answering any particular question?

(17) ___-0 No
___-1 Yes

IF "YES": Which questions

---

4. Did any questions embarass respondent?

(18) ___-0 No
___-1 Yes

IF "YES": Which questions?

---

5. Are there any questions which you do not think the respondent answered honestly?

(19) ___-0 No
___-1 Yes

IF "YES": Which questions?

---

6. Generally, do you think these responses were honest and truthful?

(20) ___-0 No
___-1 Yes
___-2 Not sure

---

7. Did respondent seem convinced by your assurance of the confidentiality of his replies?

(21) ___-0 No
___-1 Yes

---

8. Specifically, do you think this respondent answered questions about drug use honestly?

(22) ___-0 No
___-1 Yes

---

9. What were your own impressions and observations about this respondent's use of drugs? (Please describe.)

---

10. With regard to this respondent, did you notice any evidence of possible drug use such as: (CIRCLE ALL THAT APPLY.)

0=No
1=Yes

(23) ___ Needle marks
(24) ___ Dilated pupils
(25) ___ Powder traces on face
(26) ___ Giddiness
(27) ___ Drowsines
(28) ___ Jumpiness
(29) ___ Difficulty in sticking to the subject
(30) ___ Blurred speech

---

11. Did he have any physical defect or body deformity?

(31) ___-0 No
___-1 Yes

IF "YES": Describe

APPENDIX B

REFERENCES TO QUESTIONNAIRE

February 1, 1988

QUESTIONNAIRE
TABLE OF CONTENTS

Section	Question Numbers	Topics	Pages	Source (Adapted from)
I. Family Background			1-4	
	1	Respondent Age	1	No specific source
	2	Household Configuration	1	National Health Interview Survey. U.S. Public Health Service, 1985. (NHIS)
	3, 4 5,6 & II-18	Parent Guardian Education & Occupation & Self-Occupation to estimate SES	2, 8	NHIS, 1985; Stricker, Lawrence. Measuring Social Status with Occupational Information: A Simple Method. ETS: Princeton, NJ, 1987.
	7	Key Influences in Child Rearing	3	Albert. Early Family Perceptions of Gifted Individuals, monograph in press.
	8-10	Family Cohesion, Decision-making Trust, Communication, Conflict	3	Adolescent Drug Abuse Diagnosis Survey. Philadephia Psychiatric Center. (ADAD) Seven Year Study of Delinquent Behavior in Massachusetts. Office of Juvenile Justice, 1978. (DBIM); Texas PMES — Information on Family, Friends & Self, 1982. (PMES)
	11	Consistency of Parental Practices	3-4	PMES, 1982.
II. School Attitudes and Behavior			5-9	
	1-3, 10-12 18-19	Grade, absences, GPA, interest and liking of academics, home-	5,8-9	Annual Survey of High School Seniors. Institute for Social Research,

	work, extracurricular activities aspirations		University of Michigan, 1987. (ISR)
4-9	School environment	6-7	No specific source.
13-15	Communication and decision-making in school	7-8	DBIM, 1978; CBL, 1983; PMES, 1982.
16-17	Suspensions, explusion, repeating grades	8	ADAD
III. Religiousity/Free Time		10-12	
1-1a	Club belonging, participation and function	10	Brunswick, A. Young Adult Health Project. Columbia University School of Public Health, 1983. (YAHP)
2-4	Religious affiliation, participation and importance	10	ISR, 1987.
5	Leisure Time Activities Checklist	11	ISR, 1987
6	Free time with various groups	11	ADAD
7	Work	11	No specific source.
8-13	Media preferences	11-12	No specific source.
IV. Peer Relations		13-14	
1-2	Number of friends, adequacy of friends, girlfriend	13	ADAD
3-4	Communication, decisionmaking trust of and satisfaction with friends	13	DBIM, 1978; CBL, 1983; PMES, 1982

5	Perceived consistency of attitudes with friends and parents	13-14	ISR, 1987.
V. Substance Use		15-29	
6-7, 16-18	Attitudes about drugs & alcohol	16, 18-19	No specific source
	Current and Past Usage (Life, Year and Past 30 Days); Reasons for Use; Tried to stop using; Reasons for success or failure in stopping for the following substances:		ISR, 1987.
1-5	Cigarettes	15-16	
8-15	Alcohol	16-18	
19-27	Marijuana	20-22	
28	Current and Past Use (Life, past year, past month and age of first use) for: Psychedelics PCP Crack Cocaine Heroin Narcotics Amphetamines Barbituates and Tranquilizers Quaaludes Inhalants Nonprescription Drugs	23	

30	Sequence of drug use	24	No specific source.
31	Ease of access to drugs	24	YAHP, 1983.
32	Reasons for not using drugs	25	No specific source.
33-33b	Drug Combinations Used	25	YAHP, 1983.
34, 37	Familial and friend drug use	26-27	Violent Juvenile Offender Research & Development Program, OJJP, 1982 (VJOR); ADAD.
35, 36	Family and own problems experienced because of drugs	26-27	VJOR, 1982.
38	Perceptions of self harm from drug or alcohol use.	28	No specific source.
39-40	Money spent on alcohol & drugs	28	VJOR, 1982; ISR, 1987.
41	Sources of money for drugs and alcohol	29	VJOR, 1982.; ISR, 1987; ADAD.
42-43	Sources of alcohol and drugs	29	No specific source
VI. Victimization and Delinquency		30-33	
1	Victim of physical violence	30	VJOR, 1982; National Evaluation of Deinstitutionalization Program of Status Offenders (NEDPSO); OJJ, 1980.
2-7	Commission of delinquent behavior, ever, in past year, age of first transgression and whether arrested for transgression in past year, and relationship to drug use for 15 offenses	31	VJOR, 1982; NEDPSO, 1980.
8	Arrests in past year for drug	33	No specific source.

		possession		
	9	Probation status	33	No specific source.
	10	Sequencing of drugs and problem behavior.	33	No specific source.
VII. Drug Networks		Perceived	34-36	No specified source.
	1	Extent of Drug Network	34	No specified source.
	2	Profitability of Drug Sales	34	No specified source.
	3-5	Sales as job appointments	34-35	No specified source.
	6	Reaction to Drug Sales	35	No specified source.
	7-10	Perception of Risk/Deterrents	36	No specified source.
VIII. Services			37-44	
	1	Classroom instruction concerning substance abuse and potential impacts of educational efforts	37	No specific source.
	2-6	Knowledge, use and perceived effectiveness of school based substance abuse programs	38-39	No specific source.
	7	Knowledge and perceived effectiveness of media campaigns concerning substance abuse	39-40	No specific source.
	8-9, 10-13, 15-16	Treatment experiences	40-43	YAHP, 1983.
	9-9b, 14	Considered seeking help, source of help or why did not seek help	40-42	National Survey of Perceived Stress. Louis Harris & Associates, 1983.
	17	Inability to access treatment programs	43	YAHP, 1983.
	18	Open-end about resistance to	43	No specific source.

drugs and alcohol

IX. Self-Perceptions 44-47

1	Risk taking	44	D.C. School Based Substance Abuse and Intervention Initiative (Koba, 1987)
2	Self-Esteem	44	Rosenberg, M. Society and the Adolescent Self-Image. Princeton University Press: Princeton, NJ, 1965.
3	Emotional Stability	45	Marsh, H.W., et al. "Multidimensional Adolescent Self-Concepts: Their Relationship to Age, Sex, and Academic Measures." American Educational Research Journal. 22, 1983. (Marsh)
3	Impulsivity	45	Marsh, 1983.
3	Locus of Control	45	Rotter, J.B. "Generalized Expectations for Internal Versus External Control of Reinforcement." Psychological Monographs, Vol. 81, 1966.
4	Perceived Stress Scale	45	Cohen, S., et al. "A Global Measure of Perceived Stress." report and research supported by NHLBI Grant, 1983.
4	Alienation	46	ISR, 1987.
5	Belief in Rules	46	Gottfredson, G. The Effective School Battery: Users Manual. Center for Social Organization of Schools, The Johns Hopkins University: 1984. (Gottfredson)
5	Lie Scale	46	Gottfredson, 1984.

	6	Final drug open-ended question	46-47	No specific Source
XI.	Willingness to Participate in Follow-up		48	

APPENDIX C

STATISTICAL COMPARISONS

STATISTICAL COMPARISONS

This report describes a substantial amount of survey data obtained from approximately 400 ninth-tenth grade inner-city males. The survey itself focused on assessing a number of interesting but low-incidence items (e.g., level of drug abuse in the past year). Because the incidence of both substance abuse and some crime involvement indicators is relatively low, the representation of youth so involved in the sample is also relatively low. Thus, in many instances we may be contrasting the response pattern of 15 youth who both used and sold drugs in the past year to a larger sample of about 300 youth who report involvement in neither the use nor sale of illicit substances.

While the proportions indicated in the text of this report might seem quite disparate between groups being contrasted (e.g., 15%) the sample estimates may not be significantly different. All else equal, the size of the groups being contrasted affects the standard/sampling error of the estimate and thereby affects directly the statistical meaningfulness of any comparison made.

To assist the reader in evaluating our report and interpretations of the survey results we have provided a simple reference chart (Table 1) which provides a percentage difference in observed sample estimates that must be exceeded if we are to say that a difference this size or larger would be observed between samples of these size by chance either once of twenty times ($p<.05$) or once of ten times ($p<.10$). We have identified a number of sample sizes for which these proportions are presented.

Sampling error, the percentage to which an estimate may vary over repeated observations, without reflecting any deviation from its true value in the population is a joint function of the size of the sample, the level of confidence desired and the probability of the occurence of the event we wish to observe. More specifically, sampling error may be defined as the square root of $(z2(pq)/n)$ where:

z=the level of confidence desired about the estimate;

p=the probability of observing the desired event (e.g., drug use in the past year);

q=(1-p); and

n=sample size.

Maximum sampling error occurs when p=q. Estimates based on such a situation therefore are conservative.

The percentage difference that must be exceeded between two samples to yield a statistically significant comparison is a joint function of the sampling errors of the two groups contrasted. Computationally this is accomplished by means of taking the square root of (s12+s22) where s1 is the sampling error associated with one sample group and s2 is the sampling error associated with the other. The results of these calculations are presented in Table 1 for a select set of sample sizes and for $p<.05$ and $p<.10$.